

Budget

Miamisburg City (044396) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (28)

U.S.A.S. Fund #: 466

[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		100,000.00	16,450.00	0.00	0.00	30,000.00	0.00	146,450.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	18,000.00	0.00	18,000.00
Prof Development		0.00	0.00	88,250.00	20,000.00	0.00	0.00	108,250.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		100,000.00	16,450.00	88,250.00	20,000.00	48,000.00	0.00	272,700.00
							Adjusted Allocation	0.00
							Remaining	-272,700.00

Application

Miamisburg City (044396) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (28)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Investing in our Greatest Assets: Building Teacher Capacity

2. Project Tweet: Please limit your responses to 140 characters.
Greatest Asset=Teachers. Our district will implement a comprehensive professional development plan aligned to district improvement goals.
This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	385 K	387 1	394 2	410 3
404 4	402 5	422 6	420 7	439 8
383 9	441 10	408 11	397 12	

Year 1				
Pre-K Special Education	390 K	385 1	387 2	394 3
410 4	404 5	402 6	422 7	420 8
439 9	383 10	441 11	408 12	

Year 2				
Pre-K Special Education	385 K	390 1	385 2	387 3
394 4	410 5	404 6	402 7	422 8
420 9	439 10	483 11	441 12	

Year 3				
Pre-K Special Education	390 K	385 1	390 2	385 3
387 4	394 5	410 6	404 7	402 8
422 9	420 10	439 11	483 12	

Year 4				
Pre-K Special Education	385 K	390 1	385 2	390 3
385 4	387 5	384 6	410 7	404 8
402 9	422 10	420 11	439 12	

Year 5				
Pre-K Special Education	390 K	385 1	390 2	385 3
390 4	385 5	387 6	384 7	410 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

All students of the Miamisburg School District in grades pre-k to twelve will be impacted by the results of the project. The numbers will vary from listed above based on our enrollment changes. As all teachers employed in our district engage in multiple professional development opportunities that are valuable, relevant, and practical, they will be asked to apply their learning in the classroom having a large impact on learning for all students. Students will demonstrate academic growth and increases in achievement as a result of the following: -Implementation of high quality instructional strategies to meet a variety learning needs -Utilization of resources and materials aligned to rigor and depth of knowledge of standards -Application of increased content knowledge by teachers -Extension of Growth Mindset philosophy and principles of Visible Learning in classrooms -Expansion of Response to Intervention model in the district

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

First and last name of contact for lead applicant
Stacie Moore

Organizational name of lead applicant
Miamisburg City Schools

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

Phone Number of lead applicant
937-866-3381

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

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Our district has been identified as a moderate watch district by the State of Ohio due to a gap in achievement by students in subgroups, especially economically disadvantaged and students with disabilities. With the shift to the new state assessments, we also saw a decline in our performance levels for all students and experienced a decrease in academic growth of all our students which resulted in a very low grade on our 2014-2015 State Report Card for Value-Added. Our overall value-added declined from an A to an F in one year. Rather than invest in "stuff", our focus is to invest in our greatest asset, our teachers, by empowering them with the knowledge to improve their practice. According to the Ohio Standards for Professional Development Quick Reference Guide, "Research shows that effective professional learning impacts teacher performance as well as student achievement." We are confident, this shift will result in all our students learning at the highest levels possible.

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

Through the OIP process with our district leadership team we developed 2 district goals 1) Increase in student achievement and student growth 2) Improve school climate and culture. Our action steps for achieving these goals rely on building and implementing a comprehensive professional development plan to empower teachers for more success. PD will provide teachers with valuable, relevant, and practical opportunities directly related to the two district goals. It will include opportunities in district and out of district utilizing our own staff as teacher leaders and outside expert presenters. Three days are built into our calendar for PD and we schedule work sessions during school days for grade level and department centered topics. Student achievement: We utilize outside agencies to present sessions on research-based instructional strategies, building content knowledge. As an Ohio Writing Project district we have a plan of workshops to be presented by OWP planned for the 2016-2017 school year continued from 2015-2016. The workshops for our K-12 ELA teachers focus on creating better readers and writer; K-12 science and social studies will attend sessions on content-area literacy. We utilize the services of the Western Ohio Service Collaborative for many professional development opportunities in our district related to science, math and language arts. We plan to continue their services in the academic areas building on content knowledge and best instructional practices in the classroom. The Literacy Collaborative is scheduled to present two days to our K-2 ELA teachers. Linda Gojak, former NCTM president, presented to our math council in 2015-2016. Her services for one session for our K-12 math teachers for ensuring mathematical successes for all on one PD day will be invigorating. Our curriculum directors work closely with administrators, teacher leaders, and department chairs for a needs assessment related to professional development and provide their own created work sessions throughout the school year by a pull out method providing the need for subs in our classroom. We will encourage teachers to attend as many valuable workshops, trainings and conferences outside the district to bring back to the district and present as teacher leaders. School Climate & Culture: Growth Mindset & Visible Learning have are two topics touched on in 2015-2016 and will continue in 2016-2017 with a book study for administrators and training provided by the WOSC at district administrator meetings giving them knowledge and strategies to implement with their staff during 2016-2017. Our district maintains a 35-40% poverty level so we need to build our understanding of poverty to best service this subgroup. Motivational speaker Craig Boykin is scheduled for our district opening day for all teachers to see his "Motivating the Unmotivated" presentation. Other resources & materials: For our PD to be most effective and efficient, additional resources & materials need to be added. Our current PD room doesn't always meet the needs of our sessions. In our PD room, we need an increase of 13 tables and 20 chairs, a document camera, a webcam for distance learning, a Chromebook Cart with 30 Chromebooks and 7 laptops for technology-enhanced learning. Many meetings present a need for other supplies and expenses as the agendas are developed. Teachers attend several workshops, conferences, and work sessions during the summer to build their expertise. We would like to compensate the teachers for their time at the same rate we did with Race to the Top funds which was \$25 an hour up to \$75 a day to help encourage the teachers to attend. Increasing student achievement and growth begins with teachers and their abilities to implement effective instructional strategies. To empower teachers, we must provide them opportunities to grow and learn themselves. A comprehensive professional development plan is innovative as it encompasses many outlets for teacher learn

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

As a result of high quality, on-going, embedded professional development we anticipate an increase in student achievement as well as an increase in the number of students meeting projected growth. For nearly a decade our teachers have lacked opportunities to experience high quality professional development designed to enhance their teaching practices as well as those intended to increase their content knowledge in their respective subject areas due to financial restrictions and a clear vision. Consequently, our teachers are not equipped to the degree that they could be to meet the changing demands associated with Ohio's New Learning Standards in all content areas. This is reflected on our declining district report card data. An outcome of meeting 100% of our indicators and increasing our value-added score is desired due to a focus on teachers own development and improving the school culture and climate.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

According to the Ohio Standards for Professional Development Quick Reference Guide, "Professional learning can change what educators know, do and believe. By engaging in content-focused, carefully constructed professional learning, educators gain knowledge and skills. When they operate within a collaborative, supportive system, educators can take these new understandings and skills back to the classroom where they will implement and sustain improved classroom instruction." Further, "Deeper knowledge, improved skills and enhanced classroom instruction all can work together to produce gains in student learning." Professional learning must reflect a culture of collaboration and an ability to manage complex change. PD will be aligned to collaboratively established goals, continuing to reference Knoster's Change Matrix to ensure accountability for all necessary components for effective change: vision, skills, incentives, resources and action plans.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

During the 2014-2015 and 2015-2016 purposeful and relevant professional development has been put into practice throughout the district. A Literacy Council and Math Council was created made-up of teachers in all grade levels K-12, special ed, general ed, and gifted. Through these councils research-based practices were examined and district frameworks were created for Literacy and Math Instruction. The Ohio Writing Project has presented three times this school year to ELA teachers in grades K-12 providing them with instructional strategies they were able to implement immediately in their classroom. Linda Gojak, former president of NCTM, presented to the Math Council this school year giving the members an in-depth look at the 8 Standards for Mathematical Practices and how to utilize them each day. Brian Boyd through WOSC presented to math teachers effective instructional practices. Angie McMurray from the Western Ohio Service Collaborative service our K-12 science teachers several times helping to focus on the new engineering design model and inquiry-based science preparing for the new science adoption as well as help us pilot Invention Convention. Grades 6-12 social studies teachers have experienced two presenters on historical thinking and content-area literacy. Along with the systematic approach to in-district professional development, teachers experienced outside workshops and conferences. One of these opportunities was through the State Support Team titled Rethinking Essential Instruction for K-12 ELA and Math. These included but not limited to: Ohio as America, I Can Teach Math,

Reading Recovery, Executive Function Skills Training, OMEA Conference, Collins Writing, OAEA Conference, OMLA Conference, Strengthening Instructional Strategies in Science, Differentiation Series, PBIS Training, Preparing for Ohio's New Assessments, Sensory Workshop, STEM Conference, All in district and out of district experiences align to the district's goals and have benefited the attendees and our staff as the attendees share their learning through many outlets. The PD we have been providing as shown an increase in ratings in teacher performance as teachers begin to integrate new instructional strategies in their classrooms. We were able to meet all the state indicators but one in the 2014-2015 school year with the shift to the new assessments. The changes we have seen with this small amount of PD indicates the larger vision of Investing in Our Greatest Asset will provide even better returns.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Student Progress Monitoring will show achievement and growth increases (example: MAP) Teachers will implement new instructional strategies and activities in their classrooms Administrators will include one Growth Mindset & Visible Learning item at each staff meeting Student Achievement Scores will increase as indicated on our State Report Card Value-Added Grades will increase as indicated on our State Report Card Annual Measurable Objective Gap will decrease as indicated on our State Report Card Teacher Performance and Student Growth Measures will increase as indicated on Ohio's Teacher Evaluation System

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

District Value: Added Data: Baseline is Overall-F, Gifted-D, Students with Disabilities-F, Lowest 20%-F Annual Measurable Objectives: 47.2%- F Indicators Met: 93.9%-A Performance Index: 77.2%-C

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We are prepared to work with our teachers and get feedback on all our sessions and learning opportunities through surveys and professional dialogue to discover the positives and the negatives of the sessions. They will also provide us with what they feel is the next step in the continuum of learning. Feedback and input from staff is a large part of ensuring the PD plan is valuable, practical and relevant. The PD is flexible and the plan is fluid allowing us to work within district and our contracted outside providers tailor our professional development throughout the school year based on the biggest needs and wants to impact our classrooms at the highest level. As we monitor school culture and climate as well as student achievement and growth throughout the year, we will also be able to view the impact of the professional learning happening and make changes as needed. These changes may include a new direction for the sessions altogether or minor adjustments in the content and attendees.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

We expect a small cost reduction in the overall general fund spending in FY18-FY22 for costs related to professional development. We build costs in every year to implement our vision of teacher growth and learning. Putting a great deal of those experiences into place in FY17 will allow us to reduce the necessary professional development in following years.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

The comprehensive professional development plan will provide relevant, practice and valuable learning experiences for our teachers to improve their classroom instruction as well as the school and classroom environments. This will all lead to an improvement in student achievement and increase in student growth.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Stacie Moore and Amy Dobson (District Curriculum Department) have worked for the past three years on implementing purposeful and relevant professional development for every teacher. Through this the Literacy Council and Math Council were developed. Both councils are made up of K-12 teachers as well as intervention specialists, gifted coordinator and both building and district administrators. They have invested time in developing a better understanding of research based practices. The result of their work is a collaboratively-established philosophy of instruction as well as a vision of where they want the district to be in the next three years. In order to accomplish this shift, an investment in teacher professional learning is required. According to the Ohio Standards for Professional Development Quick Reference Guide, "Professional learning can change what educators know, do and believe. By engaging in content-focused, carefully constructed professional learning, educators gain knowledge and skills. When they operate within a collaborative, supportive system, educators can take these new understandings and skills back to the classroom where they will implement and sustain improved classroom instruction." Further, "Deeper knowledge, improved skills and enhanced classroom instruction all can work together to produce gains in student learning." Professional learning must reflect a culture of collaboration and an ability to manage complex change. PD will be aligned to collaboratively established goals, continuing to reference Knoster's Change Matrix to ensure accountability for all necessary components for effective change: vision, skills, incentives, resources and action plans.

127000 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

Instruction Salaries and Benefits can be decreased in FY18-22 because the need for sub coverage will be reduced if we have accomplished most our learning in FY17. Also, our compensation for time outside the contracted days will be reduced since the teacher learning has been accomplished through the program funded by the Straight A Grant. Professional Development Purchased Services will be reduced in FY18-FY22 with the adjustment of contracted outside presenters moved to FY17. Their services will still be utilized in following years, but at a lower amount than currently planned without the Straight A Grant.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We are prepared to work with our teachers and get feedback on all our sessions and learning opportunities through surveys and professional dialogue to discover the positives and the negatives of the sessions. They will also provide us with what they feel is the next step in the continuum of learning. Feedback and input from staff is a large part of ensuring the PD plan is valuable, practical and relevant. The PD is flexible and the plan is fluid allowing us to work within district and our contracted outside providers tailor our professional development throughout the school year based on the biggest needs and wants to impact our classrooms at the highest level. As we monitor school culture and climate as well as student achievement and growth throughout the year, we will also be able to view the impact of the professional learning happening and make changes as needed. These changes may include a new direction for the sessions altogether or minor adjustments in the content and attendees.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

272,700.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

The Financial Impact Table shows a small amount of savings each year for FY18-FY22 because " Investing in Our Greatest Asset will reduce costs slightly in FY18-FY22. The budget includes learning opportunities that were going to be planned for a few years now all planned for FY17. Placing those activities into one year allows us to make a small reduction in the amounts of the general fund related to professional development. We would be able to reduce related costs by \$25,400 each year FY18-FY22 providing a five year cost savings of \$127,000. Instruction Salaries and Benefits (\$116,450): This amount will support sub costs throughout the school year for times teachers attend professional development during a normal school day. It will also support compensation for teachers' continued learning over the summer of 2017. Instruction Capital Outlay (\$30,000): This amount will provide technology support for learning in the form of a Chromebook Cart with 30 Chromebooks, a webcam, a document camera, an interactive projector, and Dell Laptops Governance Admin Capital Outlay (\$18,000): This amount will provide additional furniture for the current PD room allowing us to support larger groups. Professional Development Purchased Services (\$88,250): This amount will provide an opportunity to bring in the outside presenters (Ohio Writing Project, Craig Boykin, Eastern Ohio Service Collaborative, Linda Gojak, and Literacy Collaborative) Professional Development Supplies (\$20,000): This amount will provide supplies needed for PD in-district such as professional learning books, office supplies, and meeting expenses

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The Financial Impact Table shows a small amount of savings each year for FY18-FY22 because " Investing in Our Greatest Asset will reduce costs slightly in FY18-FY22. The budget includes learning opportunities that were going to be planned for a few years now all planned for FY17. Placing those activities into one year allows us to make a small reduction in the amounts of the general fund related to professional development. We would be able to reduce related costs by \$25,400 each year FY18-FY22 providing a five year cost savings of \$127,000. The reductions are able to be made in purchased services since the contracts with outside presenters that were originally planned over the next five years will be contained in one year, salaries and benefits due to a large amount of our large vision of PD can occur in FY17 instead of stretching it over a few years, supplies and materials to help support the professional development. There are still amounts built into the Five-Year Forecast for professional development related costs such as salaries and wages for subs and compensation for work outside the contracted year, purchased services such as outside presenters, and supplies & materials. Professional Development will continue in FY18-FY22 but amounts can be reduced from the amounts in the Five-Year Forecast if everything with everything being accomplished in the comprehensive PD

plan for FY17.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Instruction Salaries and Benefits can be decreased in FY18-22 because the need for sub coverage will be reduced if we have accomplished most our learning in FY17. Also, our compensation for time outside the contracted days will be reduced since the teacher learning has been accomplished through the program funded by the Straight A Grant. Professional Development Purchased Services will be reduced in FY18-FY22 with the adjustment of contracted outside presenters moved to FY17. Their services will still be utilized in following years, but at a lower amount than currently planned without the Straight A Grant.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation Team](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range February 2016-June 2017

b. Scope of activities - include all specific completion benchmarks.

Stacie Moore and Amy Dobson (District Curriculum Department) have worked for the past three years on implementing purposeful and relevant professional development for every teacher. Through this the Literacy Council and Math Council were developed. Both councils are made up of K-12 teachers as well as intervention specialists, gifted coordinator and both building and district administrators. They have invested time in developing a better understanding of research based practices. The result of their work is a collaboratively-established philosophy of instruction as well as a vision of where they want the district to be in the next three years. In order to accomplish this shift, an investment in teacher professional learning is required. The district Curriculum Department meets weekly to reflect on previous learning and plan future learning. They met with the Ohio Writing Project in April to outline a plan for the next two years for K-12 ELA, Science and SS teachers. A consultant from Literacy Collaborative is scheduled for two days in 2016-2017. Stacie has contacted Craig Boykin and he is tentatively scheduled for August 9, 2016. The planning is fluid to ensure effective learning is happening and will continue while building on previous learning. A process is in place to communicate with teacher leaders and department chairs for developing work session based on priorities or continue learning from outside presenters. The Literacy Council and Math Council will meet three times each in 2016-2017 to continue development and expansion of the frameworks. Monthly administrative meetings will have an item on the agenda for Growth Mindset and Visible Learning that can be transferred to monthly building staff meetings. Outside district opportunities will be encouraged such as an online learning opportunity with Jo Boaler, Reading Recovery Conference, OMLA Conference, NSTM Conference, and more.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

Craig Boykin will kick-off the year on August 9, 2016 for the entire district with his presentation "Motivating the Unmotivated." This presentation will relate to district goal #2 of school climate and culture. Based on The Ohio Writing Project planning session in April, an outline for the next two school years for K-12 ELA for creating better readers & writers and content-literacy for Science & SS teachers was established. A consultant from Literacy Collaborative is scheduled for two days in 2016-2017. Communication with teacher leaders and department chairs for developing work sessions based on priorities or continue learning from outside presenters. The Literacy Council and Math Council will meet three times each in 2016-2017 to continue development and expansion of the frameworks created in previous school years and to gain knowledge to share with colleagues as teacher leaders. Three professional development days are built into the school calendar for grade band and content focused professional learning. Monthly administrative meetings will have an item on the agenda for Growth Mindset and Visible Learning that can be transferred to monthly building staff meetings. Outside district opportunities will be encouraged such as an online learning opportunity with Jo Boaler, Reading Recovery Conference, OMLA Conference, NSTM Conference, and more. The Western Ohio Service Collaborative will be utilized has priorities are set forth by the different areas.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range August 2016-August 2021

b. Scope of activities - include all specific completion benchmarks

Teacher surveys in the format of Google Forms are currently used and will be administered immediately following each learning opportunity providing feedback on each session and information to plan for future sessions. Teachers are provided this opportunity to be honest and fair in critiquing the learning experiences. Teacher evaluations will be analyzed to reveal the use of new instructional strategies. Through the OTES process of informal and formal evaluations, building administrators will be able to observe the new instructional strategies and techniques being implemented in the classrooms as well as their impact on student successes academically and behaviorally. The teacher rubric focuses on planning, lesson delivery, classroom environment and professionalism which are all areas that should show improvement based on the learning opportunities included in the comprehensive, systemic professional development plan. Student achievement and growth will be monitored throughout the school year through the use of a variety of programs and tools including but not limited to DIBELS Next, Running Records, Moby Max, MAP, Achieve3000, Learning A-Z, Pearson iLit, Read180, Math180, and district created common assessments. When State Report Card Data is released, it will be analyzed to see the change in student achievement by the indicators met, performance index, value-added data and gap closing. Specific trends and areas of strengths and weaknesses will be identified to help guide our professional development content and focus.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Our two district goals 1) Increase in student achievement and student growth 2) Improve school climate and culture will be impacted by the program. PD will provide teachers with valuable, relevant, and practical opportunities directly related to the two district goals. It will include opportunities in district and out of district utilizing our own staff as teacher leaders and outside expert presenters. Three days are built into our calendar for PD and we schedule work sessions during school days for grade level and department centered topics. As a result of high quality, on-going, embedded professional development we anticipate an increase in student achievement as well as an increase in the number of students meeting projected growth. For nearly a decade our teachers have lacked opportunities to experience high quality professional development designed to enhance their teaching practices as well as those intended to increase their content knowledge in their respective subject areas due to financial restrictions and a clear vision. This is reflected on our declining district report card data. An outcome of meeting 100% of our indicators and increasing our value-added score is desired due to a focus on teachers own development and improving the school culture and climate. According to the Ohio Standards for Professional Development Quick Reference Guide, "Professional learning can change what educators know, do and believe. By engaging in content-focused, carefully constructed professional learning, educators gain knowledge and skills. When they operate within a collaborative, supportive system, educators can take these new understandings and skills back to the classroom where they will implement and sustain improved classroom instruction."

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Stacie Moore, Director of Secondary Education 937-866-3381 smoore@miamisburg.k12.oh.us

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how

the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Teacher surveys in the format of Google Forms are currently used and will be administered immediately following each learning opportunity providing feedback on each session and information to plan for future sessions. Teachers are provided this opportunity to be honest and fair in critiquing the learning experiences. Teacher evaluations will be analyzed to reveal the use of new instructional strategies. Through the OTES process of informal and formal evaluations, building administrators will be able to observe the new instructional strategies and techniques being implemented in the classrooms as well as their impact on student successes academically and behaviorally. The teacher rubric focuses on planning, lesson delivery, classroom environment and professionalism which are all areas that should show improvement based on the learning opportunities included in the comprehensive, systemic professional development plan. Student achievement and growth will be monitored throughout the school year through the use of a variety of programs and tools including but not limited to DIBELS Next, Running Records, Moby Max, MAP, Achieve3000, Learning A-Z, Pearson iLit, Read180, Math180, and district created common assessments. When State Report Card Data is released, it will be analyzed to see the change in student achievement by the indicators met, performance index, value-added data and gap closing. Specific trends and areas of strengths and weaknesses will be identified to help guide our professional development content and focus.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This project can be easily replicated in other districts. We are intentional to collaborate with curriculum specialists in an on-going fashion through Montgomery County Regional Curriculum Directors' Meetings. For each meeting, an agenda is established and time is carved out for districts to share what is working in their districts in an effort to improve school districts throughout the region. This would be the prime forum for communicating the success of our project. In fact, we have had the opportunity to attend meetings in both Springfield and Kettering, both districts who have received Straight A Grants with a professional development focus previously and we would be more than happy to host these meetings in the future. Specifically, we have found tremendous benefit to teacher professional development in our approach with both literacy council and math council. This model has initiated a philosophical shift to building capacity in teacher leaders. The district needs that have emerged through these two groups has been quite organic. Our teachers are in the drivers' seats when it comes to identifying professional growth needs of our teachers and recommending professional learning opportunities. And because of the collaboration with building and district administrators, the professional development is not only reflective of a grass roots initiative, it is also quite focused. Because of the authenticity of the ideas that have emerged, each districts plan may vary in terms of content areas and focus goals. But what district wouldn't want to have a funded plan with teacher buy-in that will positively impact student growth and achievement?

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

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances.

Sections ▶

Consortium Contacts

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

Partnerships

Miamisburg City (044396) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

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

Implementation Team

Miamisburg City (044396) - Montgomery County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Stacie	Moore	Director of Secondary Education	Stacie Moore-Professional Development Co-Coordinator for the Straight A Grant. She will work with Amy Dobson, Director of Elementary Education to ensure the professional development plan is organized, planned effectively and efficiently, facilitate PD sessions, work with outside presenters, and maintain the budget. A calendar will be created for the 2016-2017 school year planning all appropriate professional development based on content and grade levels. Stacie will present monthly to district administration on Growth Mindset & Visible Learning to aide in their presentation to building staff.	Stacie has served as the Director of Secondary Education for four years. She works with the Director of Elementary Education to plan and implement the district's professional development as well as approves any staff member to attend sessions outside the district. She presents and facilitates in-district PD. She currently maintains the budgets for all Federal Grants and Curriculum Department budgets.	Stacie has served as the Director of Secondary Education for four years. She works with the Director of Elementary Education to plan and implement the district's professional development as well as approves any staff member to attend sessions outside the district. She presents and facilitates in-district PD. She currently maintains the budgets for all Federal Grants and Curriculum Department budgets.	Masters in Educational Leadership Curriculum License	50	
Amy	Dobson	Director of Elementary Education	Amy Dobson-Professional Development Co-Coordinator for the Straight A Grant. She will work with Stacie Moore, Director of Secondary Education to ensure the professional development plan is organized, planned effectively and efficiently, facilitate PD sessions, work with outside presenters, and maintain the budget. A calendar will be created for the 2016-2017 school year planning all appropriate professional development based on content and grade levels. Amy will present monthly to district administration on Growth Mindset & Visible Learning to aide in their presentation to building staff.	Amy has served as the Director of Elementary Education for three years. She works with the Director of Secondary Education to plan and implement the district's professional development as well as approves any staff member to attend sessions outside the district. She presents and facilitates in-district PD.	Amy has served as the Director of Elementary Education for three years. She works with the Director of Secondary Education to plan and implement the district's professional development as well as approves any staff member to attend sessions outside the district. She presents and facilitates in-district PD.	Master's in Educational Leadership Superintendent's License	50	

