

Budget

Black River Local (048462) - Medina County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (11)

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	0.00	0.00	150,700.00	0.00	150,700.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		7,500.00	2,500.00	0.00	0.00	0.00	0.00	10,000.00
Prof Development		25,144.00	8,456.00	5,000.00	0.00	0.00	0.00	38,600.00
Family/Community		0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	4,338,000.00	0.00	4,338,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		32,644.00	10,956.00	5,000.00	10,000.00	4,488,700.00	0.00	4,547,300.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-4,547,300.00

Application

Black River Local (048462) - Medina County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (11)

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

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title:Innovational Architectural and Virtual Learning Environment

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

This project titled 'Innovational Architectural and Virtual Learning Environment' will transform a 53 year old high school building into a 21st Century learning environment capable of preparing students for college and careers. It involves physical changes to the structure, changes to the infrastructure, as well as changes in the learning environment of the school. With these changes we will enhance the education of our current students and attract homeschoolers, virtual students, and open enrolled students to our high school.

330 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Cheryl Hlavsa

Organizational name of lead applicant: Black River High School

Unique Identifier (IRN/Fed Tax ID): 002782

Address of lead applicant: 257 County Road 40 Sullivan Ohio 44880

Phone Number of lead applicant: 3304163795

Email Address of lead applicant: Chlavsa@blackriver.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Martin Yoder

Organizational name of secondary applicant: Black River High School

Unique Identifier (IRN/Fed Tax ID): 002782

Address of secondary applicant: 233 County Road 40 Sullivan Ohio 44880

Phone number of secondary applicant: 4197363303

Email address of secondary applicant: MYoder@blackriver.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Cheryl Hlavsa is the District Curriculum Coordinator. She has 34 years in education. She completed 30 years as a high school and middle school classroom teacher before becoming curriculum coordinator for the school district. She is a National Board Certified Mathematics Teacher, She has experience administering grants including an Open Jennings grant for a district Technology Leader Program, a JB Firestone Grant, and a Lorain Medina Rural Electric Grant. She is a Jennings Scholar and participated in the Japan Fulbright Program. She is a Quality Matters Trainer; a nationally recognized program for peer based continuous improvement in online education and students learning. She has extensive training and personal experience with computers, classroom technologies, Web 2.0, and computer software and applications. Cheryl leads our professional development program and has created and taught many blended learning courses for teachers in the school district. Last year the district offered 14 blended learning opportunities to teachers in the school district during the summer which were aligned to the district OIP goals. She has presented at numerous educational conferences and continually works toward school improvement Joe Kmitt, Maintenance Supervisor, has been with the district for 31 years. He has been involved in numerous construction projects in the district including the construction of the field house, bus garage, and board offices. He has extensive knowledge in the construction field. He served as coordinator of the contractors for the extensive damage to Black River Education Center building that occurred in 2005 as the result of a mini tornado. Joe oversaw the construction of our K-8 building, Black River Education, in 1996 as well as being responsible for moving contents and closing 3 aged school buildings. Martin Yoder, the high school principal, has great experience with technology and its implementation. He has over 25 years in working with computers and almost 20 years in internet usage. He has knowledge of computer languages, applications, and is current with Web 2.0 usage and its implementation for education. He has designed websites and graphics for both commercial and educational usage. He has encouraged, trained, and provided time and resources for staff to create and maintain websites for student usage and stakeholder information. He maintains the high school website. He is a resource to assist teachers with their difficulties in technology. He has experience in creating, researching and utilizing online educational content. Martin Yoder has experience writing, submitting, and supporting grants. He has written grants to such foundations as the W. K. Kellogg Foundation to support technology usage in the classroom. Before becoming an educator, he held several positions in construction and business which afforded him the knowledge to deal with budgets, building codes and permits as well as dealing with the rigorous expectations of OSHA and USDA. Courtney Dieter is a Language Arts teacher at the high school. She has been with the district for 10 years. For the past two years she has piloted a blended learning classroom in the school district. She is a Quality Matter trainer. Her classroom exemplifies 21st Century Learning. She has created her own curricular materials for her classroom using Moodle as a learning platform. She has created and taught several online technology classes for our summer professional development, the most recent was Advanced Twitter. Tom Carver is a social studies teacher at the high school. He has been teaching for 14 years. He is currently using blended learning in his classroom and has created his own textbook on Black River Moodle. His classroom exemplifies 21st Century Learning. He has provided in-service sessions for teachers on using different technologies and using blended learning in the classroom.

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

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Purpose: The goals of this project at Black River High School (BRHS) are: Short Term Goals: 1) to replace existing, outdated modular classrooms with permanent, modern classrooms. 2) to update the entire current high school building. Long Term Goals: 1. to create a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. 2. to increase enrollment. We have identified needs within our building that require improvements in order to facilitate the goals mentioned above. One major obstacle that has prevented the modernization and economization of our building is the large amount of asbestos that is present in our ceilings. By removing this asbestos, we will then be able to upgrade our heating, electrical, and technological infrastructure which will provide

an environment that supports 21st Century learning. Our building, built in 1960, was not designed to handle the demands of today's technology. Due to the financial difficulties that the district has faced, the high school has not been able to make many updated improvements. Therefore, besides updating our heating system, we must also update our electrical system to support our current and future technologies. The technology that we currently utilize often trips circuit breakers and burdens our Internet capabilities to the point that it is almost unusable, although we have fiber optics in the building. There is absolutely no room in our building to grow appropriately to accommodate the progress of technology. The asbestos has prevented any improvement in our heating system. We currently have an antiquated boiler system that has pipes that are exposed outside of our building and constantly freeze. The only protection comes from the insulation that is wrapped around the pipes and this insulation needs constant replacement. This burdens our custodial staff to fix, replace, and maintain the heating system of our building, while their expertise is needed elsewhere. The high school has 4 twenty-five year old modular classrooms adjacent to the building. Students leave the main building for classes in these modulars creating security and safety concerns. We will move these modulars and build 4 classrooms in the courtyard of the high school, eliminating these antiquated classrooms. These enhancements will facilitate and embolden staff and students to become more engaged in utilizing technology in creative and collaborative ways. We are looking forward to blended classrooms where students are encouraged to bring their own internet accessible devices or we provide access to these devices for students who are unable to obtain them. Teachers are excited about the possibility of enhancing the classrooms by creating their own online content for students to access. Staff and students will receive training in the creation and utilization of blended learning environments and using technology in creative and innovative ways to engage students in higher level thinking and 21st Century skills. Furthermore, this project will enable students to have access to educational opportunities they normally would not have due to being located in a rural community.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Student Achievement will increase by a. Ensuring that every student has access to a wi-fi capable computer. b. Providing students' access to classroom content 24/7. c. Providing greater access to instructional materials and information to parents. d. Differentiating classroom content using an online platform and computer accessibility. e. Allowing students to progress at their own pace. f. Emulating PARCC content on Moodle using drag and drop. g. Providing a safe, healthy, and secure school environment by elimination of asbestos, electrical and heating problems. Removing the modulars will also increase building safety. Spending Reductions will occur in the five year forecast by a. Replacing textbooks with online content loaded into Black River Moodle and iLearn which are both free to school districts. b. Replacing the electrical system which will be more cost efficient and require less maintenance by custodial staff. c. Installing a new heating system that will be more cost efficient and require less maintenance by custodial staff. d. Eliminating modular classrooms and the continual maintenance that they require. Utilization of a greater share of resources in the classroom will be realized as a. Students become engaged in a 21st Century learning environment. Behavior and attendance problems will be minimal, freeing teachers to spend more time working with students. b. Enrollment increases as a result of the modernization of the school campus and 21st Century Learning environment. This will increase district revenues allowing for more money to flow into the classrooms. c. Online students (45 at the high school), homeschooled students (17 at the high school), and open enrolled students (70 at the high school) will return, generating additional income and current students will no longer look outside of the district for services. d. Maintenance personnel cost will decrease with newer more modern heating and lighting, allowing for more funds to be channeled into the classroom. Our district is in differentiated accountability. This project will complement the school improvement plan goals below: Goal 1: By 2015-2016, BRLSD will meet or exceed the student growth target for an interval of instruction for all grade levels as measured by state assessments, vendor approved assessments, or SLOs. Strategy 1A: Differentiate instruction to meet the needs of all students. Strategy 1B: Fully implement the current academic standards and model curriculum in preparation for the new state assessment system. Goal 2: By 2014-15, BRLSD will improve instructional practices district wide by incorporating higher level thinking and 21st century skills. Strategy 2A: Teachers and students will be fluent in the use of 21st century technology tools. Goal 3: By 2015-2016, BRLSD students at all grade levels will feel safe and secure on campus. Strategy 3A: Utilize training and programs to provide a safe and secure environment that will have a positive impact on student achievement.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

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

4,547,300.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

To modernize the high school, the asbestos will be removed. The cost is \$313,000 for removal and \$500,000 to replace the ceilings and light fixtures. Once this is accomplished, the following other expenses will follow: replacing the current heating system will cost \$1,600,000 and updating the electrical system and wiring will be an additional \$925,000. If the modular classrooms are removed and replaced with permanent, modern classrooms in the school courtyard, that cost would be approximately \$1,000,000. The district does have some permanent improvement money (approximately \$100,000) which could be applied to some of these updates. Once the physical plant is renovated, technology can be upgraded and expanded. In order to create blended classrooms, students must have access to laptops or other current technology tools. We have chosen Chromebooks and have predicted that we will have to provide them for about 90% of our high school students (297 students @ \$300), totaling \$89,100. The district does have access to Medina County Sales Tax monies (approximately \$100,000) which could be used to offset some of these costs if needed. Even though our teachers currently have laptops, they are very outdated so the cost to replace laptops for the 28 high school teachers and train them on updated software would be \$16,800. Three of the teachers do have SmartBoards but they are very outdated. To replace them for 28 teachers would be \$28,000. Miscellaneous projectors, mounts, cables and other possible technology devices are included for \$16,800. Professional development is the third part of the budget. Utilizing our district resources, as well as TCCSA and our ESC, professional development costs would be approximately \$33,000. We have offered summer staff development the past few years with teacher stipends and will continue to do that. Stipends are figured at \$5000. The district could apply approximately \$20,000 of our professional development monies to these trainings. Costs would be minimal because we would be using Master Teachers in the district to do face-to-face trainings as well as online technology courses. Approximately 132 of our high school students have left the district and are pursuing their education at other schools or are homeschooled. We feel that by upgrading our buildings and bringing our education into the 21st century, we will attract them back into our district. Therefore, we will allocate \$10,000 towards communication resources (print, mailings, advertising) in order to communicate our programs to the students who are open enrolled out of the district. Our final budget item is \$10,000 to pay a grant administrator. Since this is such a large project, we feel that we need to pay a qualified person a stipend to oversee spending and, thus, utilize the grant monies to the best advantage.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

50,000.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Replacement of the technology, teacher training, mailings and brochures are the only recurring costs. The technology replacement would not be an annual cost, however teacher training, mailings and brochures would be. The building updates costs would not be recurring.

16. Are there expected savings that may result from the implementation of the innovative project?

230,000.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

-4 (25 year old) modular classrooms will not need to be replaced or updated - savings of \$500,000 Annual savings of \$20,000 per year. -New Heating System - savings of \$23,000/ year. -Electrical System - savings of \$22,000/ year through a more efficient use of electricity (new technology, lights, etc.) -132 open enrolled students could return because of our updated building and curricular offerings -savings of approximately \$660,00. ( Adding or attracting back 25% of the the students each year = \$165,000)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Once the high school building is updated, the only recurring costs is maintenance of the building. This will be covered through the district's budget. These costs will be less because of the increased efficiency of the heating system and updated lighting and electrical systems. The purchase and replacement of Chromebooks, laptops, teacher training etc. will be the only recurring expenses. Devices will be replaced as needed with Medina County Sales Tax money. The district receives approximately \$270,000 a year in Medina county sales tax which can only be used to purchase buses, technology, and textbooks. Brochures and mailings will come from the districts general fund and would be offset by the increase in enrollment. We will use our professional development grant money to continue professional development for teachers. Last summer we offered 14 courses for teachers and will continue to do so. Master Teachers within the school district create and teach the courses, making the course offerings affordable and sustainable.

### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 9/19/13

\* Narrative explanation

The high school principal, superintendent, curriculum coordinators, maintenance supervisor, and building BLT (building level team) met to brainstorm ideas for a grant proposal. The following list of ideas and obstacles were created. Ideas: 1) Digital Textbooks; 2) 1-1 Laptops; 3) Blended Learning; 4) Teacher Created Classroom Materials; 5) Attracting Back Home School Students, Online and Open Enrolled Students. Obstacles: 1). Lack of Computers; 2) Inadequate power supplies; 3) Outdated Modulators; 4) 10 Year Old Teacher Laptops; 5) Concerns over school environment (Very cold or very hot rooms). From this discussion, we decided to eliminate the modulators by adding 4 classrooms. The building is in a U-shape with a courtyard in the center. Four classrooms could easily be added in the courtyard. Removing the asbestos in the ceiling of the present high school would allow for a dropped ceiling, which would allow updating of the electrical system including additional plugs, lights, and breakers. The heating system could then be updated and heating pipes removed from the outside of the building. All of these changes would provide updates that would facilitate a 21st Century Learning environment; including 1-1 laptops, a BYOD (bring your own device) policy, digital online content, and blended learning. The group felt that this would attract our homeschoolers, online students, and open enrolled students or at the minimum keep students from leaving our school district.

Implement (MM/DD/YYYY): 12/20/13 - 9/30/14

\* Narrative explanation

The maintenance supervisor will oversee all of the bidding and construction in the building. December a. Bidding for asbestos removal, heating and wiring. b. Laptops are purchased. January - February a. Asbestos removed from the ceiling of the high school. Ideally this would take place over Christmas break. It will take approximately 2 weeks and it can be done while school is in session by moving students to other parts of the building or to modulars at the middle school. b. Heating and electrical contractors can begin heating working and wiring as the asbestos is removed. c. Designs for the new classrooms. d. Teacher professional development to help them develop online content. March a. Bids, permits, etc. for construction of the 4 classrooms. b. Teacher professional development to help them develop online content. c. Laptops distributed to students/ some online content in each classroom. April a. Classrooms are built. b. Teacher professional development to help them develop online content. c. Students are working in a blended learning environment. d. Online and direct mailings about our high school changes. May a. Classrooms are built. b. Teacher professional development to help them develop online content. c. Students are working in a blended learning environment. d. Online and direct mailings about our high school changes. June a. Classrooms are built. b. Teacher professional development to help them develop online content. c. Online and direct mailings about our high school changes. July a. Classrooms are built. b. Continue PD for teachers both online and face-to-face. c. Online and direct mailings about our high school changes. July a. Classrooms are completed. b. Continue PD for teachers both online and face-to-face. c. Online and direct mailings about our high school changes. August a. Classrooms are open to students b. Students are working in a blended learning environment, c. Online and direct mailings about our high school changes. September a. Students are fully immersed in a 21st Century, safe and secure learning environment. Communication: Weekly meetings with curriculum consultants, superintendent, maintenance supervision, and high school principal. Bi-monthly meetings of the BLT. Weekly updates on the district FirstClass page to staff about construction, technology, and professional development. Weekly updates on the district webpage about construction and technology. Obstacles: Getting everything completed within an ambition timeline. The maintenance supervision says that it can be done!

Summative evaluation (MM/DD/YYYY): 9/30/14

\* Narrative explanation

Goal 1: To replace existing, outdated modular classrooms with permanent, modern classrooms. Goal 2: To update the current high school building. The completion of the changes to the physical structure of the old high school and the addition of four new classrooms will be the measure of success on this goal.. Surveys of staff, student, and community members will be conducted to determine satisfaction with the project. Goal 3) To build a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. With a 21st century environment we will expect to see less discipline problems, increased student achievement, increased differentiation, and increased parent involvement. To measure this we will use the student's grades, formative and summative assessments, end of course tests, discipline reports, walkthroughs, student surveys, teacher lesson plans, and parent surveys. Goal 4) Increases in student enrollment. With these changes we will enhance the education of our current students and attract homeschoolers, virtual students, and open enrolled students to our high school. We will use direct mailings and Internet communication to tell parents and students about the changes that we have made to our school. Our goal is to reduce homeschooled, online, and open enrolled numbers by 25% or 33 students at the high school for the 2014 - 2015 school year, with the ultimate goal of attracting most of our students back in the years following the 2014-2015 school year. Analysis of the long term effects of this grant will be collected for 4 years.

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

By upgrading the high school, many instructional and organizational practices will be improved. Lack of resources has been a continual problem for our rural district. Approximately 45% of our students are on free and reduced lunches and although we have a BYOD (bring your own device) policy at the high school very few students have devices to bring into the building. When every student has a device, we will truly be leveling the playing field for all students. With the creation of a blended learning environment, we believe that students will become active participants in their learning, set their own learning goals, use effective time management strategies, and learn to employ a problem solving approach when encountering technical or other difficulties. Teachers will create their own classroom content which will challenge all students, as well as differentiate instruction for the various levels of students in their classroom.

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

20. 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.

Black River High School was built in 1960. Because of lack of funding, the high school has not been sufficiently upgraded. A temporary heating duct system was installed on the outside of the building with a predicted lifespan of ten years. That has lasted way past the ten year mark and concerns are that if the heating system permanently shuts down, there is no money to repair it. The high school plant has been band-aided to just get by until a new high school could be built. That hasn't happened and there are no plans for that in the near future. Because the physical plant is so outdated, that has impacted our ability to use technology in the classroom. Early research on blended learning in the classrooms has shown that it can be an effective way to educate children. It allows them to become independent, self-reliant young people with 24/7 access to education. It is another tool that teachers can use to engage learners and differentiate instruction. We live in a world reliant upon technology, we need to be teaching our children how to use it effectively and safely. Student achievement will be impacted by this project. Students will be more engaged in learning, thus eliminating discipline issues. The teachers will be able to spend a greater amount of time in small group and 1-1 instruction. The cost savings that result with the updates to the heating and electrical system will result in a reduction of expenses in the five year forecast. Additionally, increases in student enrollment will result in additional revenue for the school district.

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

Yes  No

22. If so, how?

Our blending learning model can certainly be replicated in other districts in Ohio. The goal of our blended-learning model is to build a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. BRHS staff will utilize an array of strategies and tactics in the implementation of the blended learning model. These include but are not limited to: -Phasing in the program to ensure that there is adequate time to gather data in support of both short-and long-term objectives and to allow for longitudinal progress to be measured. -Providing common planning time for teachers to create integrated units -Providing ongoing training and/or professional development for teachers, student, and parents at applicable levels to encourage and support the use of technology applications used in the program. -Providing parent information sessions in both face-to-face and webinar formats to keep them aware of student learning activities and -Providing opportunities for students to demonstrate the newly found knowledge and skills. These strategies can be replicated in other Ohio districts.

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

The ultimate goal of this project is to provide an education for all students in our district that allows them to be successful as they graduate from high school and pursue college and/or careers. Hopefully, this will be a springboard for them to become lifelong learners.

24. What are the specific benchmarks related to the fund goals identified in question 9 that 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.

Student Achievement: -Improved student achievement (grades, testing, preparation for the future) -Student engagement (individualized and differentiated lessons) -Increased parent-school communication  
Spending Reductions: -Lower maintenance costs (through upgrading the high school plant) -Discontinuing the use of the outdated modulators (also a maintenance savings) -Attracting more students to the school district because of our curricular offerings Utilizing Resources in the Classroom: -By lowering maintenance costs, more money can be allocated to classroom resources -Teachers can share resources digitally. Textbooks can be digital and, therefore, classroom units can be integrated across content areas.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* 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 program's progress).

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

The improvement of the physical plant will be evaluated by the observation of progress made in renovations and surveys of student, parent, and community satisfaction. The evaluation criteria for the effectiveness of the blended learning model will follow the foundation for evaluation provided by the Sloan-C Pillars.[1] This model provides a framework for considering inputs, outputs, and processes involved in the quality implementation of blended learning programs. It consists of 5 pillars: 1. learning effectiveness, 2. cost effectiveness, 3. access, 4. faculty satisfaction, and 5. student satisfaction. Data collection aligned with these pillars will be used to measure the blended learning program goal of creating a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. Learning Effectiveness: The most important direct outcome of the learning effectiveness will be the growth in student's knowledge and skills. Academic performance data will be measured and tracked using student classroom projects, classroom standards based summative and formative assessments, and end of course exams. Cost Effectiveness: This will be measured by spending reductions in the school's budget and increased student enrollment.. Access: This will measure the effectiveness of the blended learning model in meeting the needs of the diverse student population; ie. at-risk, learning disabled, gifted, economically disadvantages. The effectiveness of student access can be determined by looking at subgroup achievement and progress measures on

SLO's and end of course exams. Faculty Satisfaction: This will measure the overall teacher satisfaction with the rotation model of blended learning. The teachers will be given a pre and post questionnaire designed to determine faculty knowledge of blended learning, overall online teaching and learning experience, as well as willingness and desire to add additional blended learning course. Increased use of online learning will be tracked and measured using classroom walkthroughs, review of curriculum maps, and teacher lesson plans. Student/ Parent Satisfaction: This will be measured through surveys, and face to face contact with students and parents to determine their satisfaction with blended learning Student engagement data will be measured and tracked using student and teacher interviews, likert-type questionnaires, and classroom walkthroughs. Increased use of online learning will be tracked and measured using classroom walkthroughs, review of curriculum maps, and teacher lesson plans. Blended learning will be gradually phased into the high school, beginning with the teachers in the district currently using online learning in their classroom. Through a gradual phase-in, opportunities will be provided for teachers to make mid course corrections and additions as needed.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Connie I Hange, Treasurer/CFO Black River Local School District 10/22/2013