<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>28,414.00</td>
<td>4,297.00</td>
<td>0.00</td>
<td>5,814.00</td>
<td>225,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>263,525.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>512,426.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>512,426.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>28,414.00</td>
<td>4,297.00</td>
<td>512,426.00</td>
<td>5,814.00</td>
<td>225,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>775,951.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Adjusted Allocation</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>-775,951.00</td>
</tr>
</tbody>
</table>
Application
Edison Local (047795) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (510)

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: Pathway to Innovative Practices in Blended Learning

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.

We plan to increase student achievement, provide teacher and students technology while implementing a Blended Learning environment to reduce cost.

3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kim Wadas
Organizational name of lead applicant: Edison Local School District
Unique Identifier (RIN/Fed Tax ID): 047795
Address of lead applicant: 14890 State Route 213 Hammondsville, OH 43930
Phone Number of lead applicant: 740-282-0068 ext 1103
Email Address of lead applicant: kimberly.wadas@omeresa.net

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

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RIN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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 (RIN/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.

The team implementing this project will consist of the Superintendent, Asst. Superintendent, Principal and Asst Principal of the high school and middle school. The Superintendent and Asst Superintendent have been a part of a major five-year transformation of our K-2 reading instruction. We will be in partnership with Step By Step Learning for our services. Step By Step Learning is a literacy and professional development consulting company that is intentionally focused on implementing the best and most effective practices to accelerate children to reading grade level. The initial cost of a project we began three years ago was $344,533.00. We used the Ara, Stimulus Fund for the start of the project. We have sustained with this project for the past five years with our PD funds, District funds, and other grant money. We have also continued this project because we have gone to local capacity by training our own trainers and facilitators to reduce out cost each year. As we began this project we were met with many barriers from teachers, scheduling, need for professional development, collection of data, the modeling and coaching. The K-2 project started with the need to improve our reading instruction in kindergarten through second. We partnered with an outside consulting company, Step By Step Learning, to start this process. We began by collecting our baseline data in order to complete a needs analysis. Once we analyzed the data, we determined the need to build a strong foundation in grades K-2. We realized we needed to begin with leadership. Our leaders participated in a Literacy Leadership professional development course which assisted us in creating a plan- a comprehensive literacy plan that included: a vision, core values and goals, an assessment plan and a professional development plan. Once our leadership was trained and had developed a plan, our teachers began their professional development. Through the professional development our teachers also received modeling and coaching from our consultants. This process allowed our teachers to see a lesson taught by our consultant (modeling) and then the teacher taught a lesson with the consultant observing (coaching). Through the modeling and coaching our teachers were able to refine their instruction with the assistance of the consultant. Our leadership team has been a part of all teacher trainings to support the teachers and understand the process as it is implemented in the classroom. As we continue the project our data indicated the need to include our third grade teachers. Last year we provided our third grade teachers with the same professional development we had provided our K-2 teachers. This year we continue working with our third grade teachers and have also started including our Preschool teachers. We have also received the Dyslexia Grant for the past two years. Each year we have received $40,000 which we have used to provide professional development starting with our Kindergarten teachers in the first year and has continued to our First grade teachers this year. This year we are providing after school intervention using the Orton Gillingham model for our students struggling in reading. As a part of this grant we track our students each year to monitor their progress. We provide ODE with documentation mid year and at the end of the year of our students we are tracking. We have shown a great deal of success so far with this program. This year we were one of the recipients of the Third Grade Reading Guarantee Grant. In a consortium with a neighboring school district we received $212,500 for our proposal. As a part of this grant we have received Professional Development for our teachers, supplies for our classrooms, purchased online Parent Portals for early literacy learning for the children ages two to five years in our district. Our leadership team has followed through with the implementation of our proposal to assist our student in meeting the demands of the Third Grade Reading Guarantee.

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.

Our district report card reveals the following needs: Closing the Gap - Academic Progress of subgroup of gifted students; Students performing in the lowest 20% - C and those with disabilities - C. In addition, we have not passed a levy in over 30 years, so we must reduce operational costs beyond the staff reduction and building closures that we have implemented to date. Therefore, we need to increase our student achievement and work towards our long-range goal of cost reduction through a Blended Learning delivery model. We asked ourselves: What do we need to do to prepare ourselves to teach in the 21st century? What impact can we have on student achievement now? We learned that that putting technology in the classrooms has not significantly changed the way that most teachers teach. In many cases, technology becomes an ‘overhead’ projector. We learned that if we want innovative instructional practices to take place in order to transform our educational environment that meets the needs of our students now and in the future that we need to prepare our staff to teach differently and employ innovative pedagogical practices. We plan to use the Straight A grant to build our school...
Financial Planning - Planning for ongoing funding of the project, cost breakdown

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

$77,951.00 * Total project cost

* A brief explanatory narrative on the total project cost is included. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (i.e. staff salaries, benefits, equipment to be purchased and cost, etc.).

The total cost focus is on providing professional development to our grades 7 to 12 teachers on innovative pedagogical practices using technology which will ultimately improve student achievement. This project focuses on our school readiness and preparing teachers to apply these practices in a blended learning model in future years of the project. Other funding sources will not be needed during the first year of the project.

A total of $32,711 will be utilized for personnel including substitutes that will be necessary for the initial training and for the implementation of the innovative project. The overall budget focus is on providing professional development to our grades 7 to 12 teachers on innovative pedagogical practices using technology which will ultimately improve student achievement. This project focuses on our school readiness and preparing teachers to apply these practices in a blended learning model in future years of the project. Other funding sources will not be needed during the first year of the project. $493,500 will be utilized for professional services. We will partner with Step By Step Learning for the delivery of the professional development: Keys to Comprehension which will include whole group, small group, and embedded modeling and coaching support; formative differentiated instruction professional development including whole group, small group collaboration sessions, and follow up coaching; Leadership Support which will include bi-weekly meetings, an annual report, and a workshop for group collaboration and $18,826 will be utilized for travel costs, hotel, and meals for consultants delivering the professional development. A total of $5,814 will be utilized for supplies and materials for the professional development, which includes the manuals. A total of $225,000 will be utilized for technology for our grades 7 through 12 students and staff. Teachers and students will begin to experiment with a blended learning model, so it will be necessary for them to have the proper equipment to be successful.

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

$224,435.00 * Specific amount of expected savings (annual)

* A narrative explanation on expected savings is included. Details on the expected savings include (i.e. staff salaries and benefits, equipment to be purchased and cost, etc.). If there are no expected savings, please explain why.

This project is also expected to result in significant cost savings. The overall budget is focused on providing professional development to our grades 7 to 12 teachers on innovative pedagogical practices using technology which will ultimately improve student achievement. This project focuses on our school readiness and preparing teachers to apply these practices in a blended learning model in future years of the project. Other funding sources will not be needed during the first year of the project. $493,500 will be utilized for professional services. We will partner with Step By Step Learning for the delivery of the professional development: Keys to Comprehension which will include whole group, small group, and embedded modeling and coaching support; formative differentiated instruction professional development including whole group, small group collaboration sessions, and follow up coaching; Leadership Support which will include bi-weekly meetings, an annual report, and a workshop for group collaboration and $18,826 will be utilized for travel costs, hotel, and meals for consultants delivering the professional development. A total of $5,814 will be utilized for supplies and materials for the professional development, which includes the manuals. A total of $225,000 will be utilized for technology for our grades 7 through 12 students and staff. Teachers and students will begin to experiment with a blended learning model, so it will be necessary for them to have the proper equipment to be successful.

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.

The overall budget is focused on providing professional development to our grades 7 to 12 teachers on innovative pedagogical practices using technology which will ultimately improve student achievement. This project focuses on our school readiness and preparing teachers to apply these practices in a blended learning model in future years of the project. Other funding sources will not be needed during the first year of the project. $493,500 will be utilized for professional services. We will partner with Step By Step Learning for the delivery of the professional development: Keys to Comprehension which will include whole group, small group, and embedded modeling and coaching support; formative differentiated instruction professional development including whole group, small group collaboration sessions, and follow up coaching; Leadership Support which will include bi-weekly meetings, an annual report, and a workshop for group collaboration and $18,826 will be utilized for travel costs, hotel, and meals for consultants delivering the professional development. A total of $5,814 will be utilized for supplies and materials for the professional development, which includes the manuals. A total of $225,000 will be utilized for technology for our grades 7 through 12 students and staff. Teachers and students will begin to experiment with a blended learning model, so it will be necessary for them to have the proper equipment to be successful.
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 provide strategies to 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 for 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): 07/01/2013

**Narrative explanation**

The beginning of the implementation of this project is anticipated to be approximately four months before the actual implementation date. This anticipation period will allow us to formally present our proposal and to conduct a feasibility study. In this period, we will conduct a needs assessment to identify the gaps in our current technology infrastructure. We will then develop a detailed implementation plan that includes timelines, budget estimates, and specific strategies for overcoming any potential barriers.

We will conduct regular meetings with the project team, including stakeholders and key decision-makers, to review progress and make necessary adjustments. We will also utilize a communication plan to ensure that all stakeholders are informed of project status and are able to provide feedback and input.

**Timeline, communication and contingency planning**

The total amount that will have for new/recurring costs is $118,578.16, and our total savings is $256,945.

**Year 3:**

- **February:** We will conduct an initial survey of teachers to determine their current technology use and identify areas for improvement. We will also begin developing lesson plans that incorporate blended learning strategies.
- **March:** A TOT model will be established to support teachers in implementing these strategies. We will conduct a workshop to introduce the concept of blended learning and how it can be implemented in the classroom.
- **April:** We will begin implementing blended learning strategies in small pilot classrooms.

**Year 4:**

- **February:** We will launch a district-wide campaign to promote blended learning. We will conduct a comprehensive survey of teachers to assess their current technology use and identify areas for improvement.
- **March:** We will conduct a series of workshops to support teachers in designing lesson plans that incorporate blended learning strategies.
- **April:** We will begin implementing blended learning strategies in all classrooms.

**Summative evaluation (MM/DD/YYYY): 06/30/2013**

* Narrative explanation*

Our district report card indicates that we must close our achievement gap and increase academic progress in our subpopulations. At the same time, we are increasing our teachers’ capacity to employ innovative instructional practices (IPPs) using technology to support our long-range goal of transition to a blended learning environment. Individualize and customize instruction was identified since our data indicates we are not addressing the needs of our students at either end of the spectrum. Our gifted students are not making adequate yearly progress nor are our most struggling students, nor are we closing the gap achieving.

We have linked a root cause to not using data to inform instruction and not consistently differentiating instruction to meet the needs of individuals. Walks indicate that most of the instruction is focused to the middle. We must support our teachers in understanding how to use data to differentiate instruction to meet the needs of all students.

We recognize that the change process is our biggest potential barrier and that most teachers will move through the process at different rates and will require different supports at different times (Hord & Hord, 1987). Therefore, we are planning a face-to-face instruction followed by multiple opportunities for our group to support our blended learning initiatives. In order to promote a continuous learning environment, online learning and face-to-face instruction will extend and connect with one another (Berger, et al., 2008). A TOT model has also been built in to ensure sustainability. In order to support the change process, the building leaders will ensure that regular communications will continue.

In order to support the change process, the building leaders will ensure that regular communications will continue.

**Implement (MM/DD/YYYY): 12/18/2013**

**Narrative explanation**

When considering change, it is commonly accepted that we need to create a culture of change, establish a shared vision, provide training and development and monitor and adjust. In addition, it is critical to give assistance and supports in small increments in the form of coaching (Joyce and Showers, 1989). Harris (2003) and Fullan (1991) both discuss the importance of providing a combination of coaching and modeling. Knowing when and what supports and modeling will be included is critical to ensure the success of our implementation efforts.

In order to support the change process, our building leadership will ensure that regular communications will continue. In addition, we will provide ongoing professional development opportunities for our teachers and other stakeholders to reinforce the importance of implementing blended learning strategies.

According to educators Partnership, Inc., when educators come together with a shared norms and vision along with a commitment to change, the outcomes are more meaningful and long lasting. We plan to provide our teachers with the tools to collaborate, reflect on instructional practices, focus student learning in a variety of formats, including the use of synchronous and asynchronous environments. It is important to establish a safe environment for all our teachers to begin taking risks for the good of their students and organization. In short, we envision teachers and administrators working and learning together to improve student learning and outcomes, thus creating true professional learning communities. We will measure our success by the % of teachers participating in collaborative professional learning communities that have implemented one or more of the innovative strategies we have recommended. We will leverage our technology leadership role to provide ongoing support and professional development opportunities for all our teachers.

We will provide ongoing professional development opportunities for our teachers and other stakeholders to reinforce the importance of implementing blended learning strategies.

**Description of the expected changes to the instructional and/or organizational practices in your institution.**

According to educators Partnership, Inc., when educators come together with a shared norms and vision along with a commitment to change, the outcomes are more meaningful and long lasting. We plan to provide our teachers with the tools to collaborate, reflect on instructional practices, focus student learning in a variety of formats, including the use of synchronous and asynchronous environments. It is important to establish a safe environment for all our teachers to begin taking risks for the good of their students and organization. In short, we envision teachers and administrators working and learning together to improve student learning and outcomes, thus creating true professional learning communities. We will measure our success by the % of teachers participating in collaborative professional learning communities that have implemented one or more of the innovative strategies we have recommended. We will leverage our technology leadership role to provide ongoing support and professional development opportunities for all our teachers.

We will provide ongoing professional development opportunities for our teachers and other stakeholders to reinforce the importance of implementing blended learning strategies.
and needs in order to plan for differentiated instruction so that all children are achieving academic progress and we begin to close the achievement gap. We expect teachers will plan for formative assessments and use the data to inform their instructional decisions before, during and after instruction to meet the needs of individual students. We expect to see all teachers employing at least one formative assessment strategy and providing students with a minimum of 50% of instructional time through individualized and customized instruction. We will monitor the implementation of these strategies by providing teacher training, creating class specific instructional plans, and measuring through surveys and lesson plans. Following Keys to Comprehension Routines, we anticipate that we will see similar results of transition into classroom practices after 5 months that teachers surveyed by Keys to Literacy, LLC exhibited after 6 months obtained: 99% use at least two strategy activities as part of their instruction. We expect that at least 50% of the students will self apply practices in a blended learning model. Teachers need to understand the guiding principles & conditions in which assessments improve student learning. For instance, feedback have been found to be a powerful whole group delivery model and instructional practices in MSBH, it is recognized that small group instruction paired with whole group instruction is a better delivery model for students with LD and improves achievement (Kamata and others, 2007). The transition to teaching in a 21st century environment and our students having their individual needs met, at their capacity and sustain the project.

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

22. If so, how?

We will organize our online portfolio to store, organize, and record our processes and migrations from our original plan so that anyone who reviews or replicate our results will have a map. The portfolio will contain an inventory of documents from each team meeting, session, and support staff. At the end of the 2nd year, a report to using at least one of the comprehension strategies. That teachers surveyed by Keys to Literacy, LLC obtained: 99% use at least two strategy activities as part of their instruction. We expect that at least 50% of the students will self apply practices in a blended learning model. Teachers need to understand the guiding principles & conditions in which assessments improve student learning. For instance, feedback have been found to be a powerful whole group delivery model and instructional practices in MSBH, it is recognized that small group instruction paired with whole group instruction is a better delivery model for students with LD and improves achievement (Kamata and others, 2007). The transition to teaching in a 21st century environment and our students having their individual needs met, at their capacity and sustain the project.

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

Describes 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.

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

In 2010, we launched a similar initiative to significantly impact student achievement and change instructional practices in our primary grades. The professional development in instructional practices and strategies will be done in concert with the development and implementation of the new Ohio state standards. In year one, 12 teachers will be provided with PD to expand their instructional practices to create effective learning opportunities to meet needs of individual students? learn to apply practices in a site-based model ? experiment with practices in blending learning delivery models ? supported with an environment created where teachers are able to collaborate and experiment with the use of technology and instructional practices Teachers Leaders will - be guided through a TO process which will allow them to transfer their knowledge to others. The trainers will provide initial training and ongoing embedded coaching to two, grade 1-3 teachers on an ongoing basis. In year two, two, grade 4-6 teachers on an ongoing basis. In year 3, one teacher per content area will pilot blended learning model "Teacher leaders." We will collect data and develop instructional plans to meet the needs of individual students? learn to apply practices in a site-based model ? experiment with practices in blending learning delivery models ? supported with an collaborative and experimental environment in year one, grade 5-6 teachers will - be provided ongoing coaching be provided with support for schedules which will include planning and collaboration at least one teacher from grade 5-6 teachers will pilot blended learning model ? 7th-8th teachers will develop and implement innovative instructional practices in year five, grades 5-6 teachers will ? implement instructional practices that will meet the needs of individual students? apply practices in a blended learning model ? be provided with common time that will be allocated for collaboration and experimenter Student Achievement ? Closing the Gap grade will increase to a B? academic growth for gifted students will increase to an A? students performing in the lowest 20% will increase to a B ? students with disabilities will work at grade level performance levels. The total expenditure of change instructional practices in Middle and High Schools by Gibson and Wilson is available for purchase and can be used for PLC by administrators with or without the supporting professional development.

Describes the value assessments linked to the identified goal 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 measured.

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

In order to evaluate individualized and customized instruction as well as building students' competencies and technological skills to search for, organize, and analyze information and communicate and express ideas pieces of data will be collected and analyzed: walk-through and observation data, formative assessment data, perceptual data through teacher, student, and parent surveys. Walk-through and observation will be conducted to establish negotiable goals for student achievement and instruction and to ensure that research based instructional practices are occurring in every classroom, a plan for regular classroom walk-throughs, including an analysis of the data collected, will be implemented. According to research, leadership can help support effective instruction and intervention by ensuring that teachers have ongoing professional development, adequate materials to support the high quality instruction, and by monitoring classroom instruction regular (Torgesen, J., Hooper, S., & Deshler, D., 2007). A schedule will be created that will include 3-5 walk-throughs a day by principals. At least collecting 50 pieces of data for each grade level team, building and district leaders will meet to analyze the data and make a plan for any necessary additional professional development, training and coaching. Utilizing the new teacher evaluation process, schedules will be created to ensure that each teacher will have at least one observation and that data will also be used to drive any additional professional development. Formative assessment data - on a minimum of 3-5 of the teacher's classes and students and at a level that is appropriate. Building leaders, district leaders and building leaders will be involved in the evaluation of change instructional practices. Monitoring of change instructional practices Spending Reduction in the five-year Financial Forecast Year 1 - no savings Year 2 - no savings Year 3 - no savings Year 4 - Transportation: $4,091 and substitutes $2,510 Year 5 - Transportation: $109,834 and substitutes: $32,510.

26. Describe the method used 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.

In order to evaluate individualized and customized instruction as well as building students' competencies and technological skills to search for, organize, and analyze information and communicate and express ideas pieces of data will be collected and analyzed: walk-through and observation data, formative assessment data, perceptual data through teacher, student, and parent surveys. Walk-through and observation will be conducted to establish negotiable goals for student achievement and instruction and to ensure that research based instructional practices are occurring in every classroom, a plan for regular classroom walk-throughs, including an analysis of the data collected, will be implemented. According to research, leadership can help support effective instruction and intervention by ensuring that teachers have ongoing professional development, adequate materials to support the high quality instruction, and by monitoring classroom instruction regular (Torgesen, J., Hooper, S., & Deshler, D., 2007). A schedule will be created that will include 3-5 walk-throughs a day by principals. At least collecting 50 pieces of data for each grade level team, building and district leaders will meet to analyze the data and make a plan for any necessary additional professional development, training and coaching. Utilizing the new teacher evaluation process, schedules will be created to ensure that each teacher will have at least one observation and that data will also be used to drive any additional professional development. Formative assessment data - on a minimum of 3-5 of the teacher's classes and students and at a level that is appropriate. Building leaders, district leaders and building leaders will be involved in the evaluation of change instructional practices. Monitoring of change instructional practices Spending Reduction in the five-year Financial Forecast Year 1 - no savings Year 2 - no savings Year 3 - no savings Year 4 - Transportation: $4,091 and substitutes $2,510 Year 5 - Transportation: $109,834 and substitutes: $32,510.

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

In order to evaluate individualized and customized instruction as well as building students' competencies and technological skills to search for, organize, and analyze information and communicate and express ideas pieces of data will be collected and analyzed: walk-through and observation data, formative assessment data, perceptual data through teacher, student, and parent surveys. Walk-through and observation will be conducted to establish negotiable goals for student achievement and instruction and to ensure that research based instructional practices are occurring in every classroom, a plan for regular classroom walk-throughs, including an analysis of the data collected, will be implemented. According to research, leadership can help support effective instruction and intervention by ensuring that teachers have ongoing professional development, adequate materials to support the high quality instruction, and by monitoring classroom instruction regular (Torgesen, J., Hooper, S., & Deshler, D., 2007). A schedule will be created that will include 3-5 walk-throughs a day by principals. At least collecting 50 pieces of data for each grade level team, building and district leaders will meet to analyze the data and make a plan for any necessary additional professional development, training and coaching. Utilizing the new teacher evaluation process, schedules will be created to ensure that each teacher will have at least one observation and that data will also be used to drive any additional professional development. Formative assessment data - on a minimum of 3-5 of the teacher's classes and students and at a level that is appropriate. Building leaders, district leaders and building leaders will be involved in the evaluation of change instructional practices. Monitoring of change instructional practices Spending Reduction in the five-year Financial Forecast Year 1 - no savings Year 2 - no savings Year 3 - no savings Year 4 - Transportation: $4,091 and substitutes $2,510 Year 5 - Transportation: $109,834 and substitutes: $32,510.

28. Describe the method used 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.
Survey will be given after year one. Parents and students will be provided a survey on to collect their thoughts on a blended learning model. Students will be provided a survey after year one to determine if they can see an impact on student learning from the professional development being provided to teachers. Parents/students will be provided a survey to determine the technology capacity in the home.

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
Kim Wadas
Assistant Superintendent
Edison Local School District
October 25, 2012