

Budget

Finnestown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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		18,119.00	2,899.00	558,127.00	0.00	39,600.00	0.00	618,745.00
Support Services		517.00	83.00	0.00	0.00	0.00	0.00	600.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
Total		18,636.00	2,982.00	558,127.00	0.00	39,600.00	0.00	619,345.00
Adjusted Allocation								0.00
Remaining								-619,345.00

Application

Finneytown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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: A Standards and Content Creation Toolkit

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.

Ensuring that Ohio students graduate high school with the 21st century knowledge and skills to become productive members of society was the intent of the Ohio State Board when adopting Ohio's New Learning Standards; and is the foremost goal of this proposal for academic achievement. Student achievement will be a direct reflection of teachers' pedagogical foundations around the new standards and their ability to effectively develop and deliver content aligned to these standards. The Standards and Content Creation Toolkit (Toolkit) will improve academic achievement by enhancing teachers' pedagogical foundations of Ohio's New Learning Standards and their capacity to modify existing, or create new content to better meet students' needs.

1486 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Tyrone Olverson

Organizational name of lead applicant: Finneytown Local School District

Unique Identifier (IRN/Fed Tax ID): 047332

Address of lead applicant: 8916 Fontainebleau Terrace, Cincinnati, Ohio 45231

Phone Number of lead applicant: 513-728-3700

Email Address of lead applicant: tolverson@finneytown.org

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

Greg Dye, Vice President, Operations IQ Innovations, LLC Fed Tax ID: ██████████, 580 North 4th St, Suite 560 Columbus, OH 43215 (614) 564-1050 greg.dye@iq-ity.com

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.

Tyrone Olverson, Superintendent Tyrone has over a decade of experience as an educational administrator. Olverson is currently the superintendent of Finneytown Local School district. Before becoming superintendent, Olverson served as the director of K-12 curriculum and instruction. Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal. Olverson holds a master's degree in education and has completed all coursework for his Ph.D. (ABD). IQ Innovations in addition to providing an LMS for the largest online school in the nation, IQ Innovations has led statewide technology initiatives in California (CaliQity), Ohio (iLearnOhio), and South Carolina to enhance online and blended learning in these states. Finneytown will work with our technology partner, IQ Innovations, to implement the Standards and Content Creation Toolkit (Toolkit) project and develop appropriate user-training modules during the grant timeframe. Finneytown will also work with IQ Innovations to determine specifications for the Toolkit and executing logistics for implementation. Greg Dye, Vice President, Operations Greg Dye has over 20 years of experience in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. He has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget from large scale enterprise-wide ERP builds and implementations down to small business 3rd party software configurations. Greg completed his bachelor's degree in geophysics and his MBA at the University of Akron. Justin Wolfe, Research and Development Specialist Justin Wolfe has 8 years of diverse experience in the testing and assessment industry. He has been with IQ Innovations since 2012 helping to guide product development initiatives related to student content creation tools and student assessment. Prior to joining IQ Innovations, he worked 5 years at the Personnel Board of Jefferson County as an Assessment and Development Specialist and 2 years at CE Outcomes as an Assessment and Analytics Manager. Justin earned his B.A. in Psychology from the University of Nebraska-Lincoln. He also earned his M.S. in Industrial-Organizational Psychology from the University of Nebraska at Omaha and his MBA from the University of Alabama at Birmingham. Xavier Webb, Psychometrician Xavier has a decade of experience as an educator. Prior to becoming the Psychometrician for IQ Innovations, Xavier worked as a Research Associate for the University of Kentucky where he focused on linking educational research and innovations to issues faced in P-12 schools. Prior to his work at the University of Kentucky, Xavier served in various administrative and teaching roles in K-12 public education. Xavier holds a B.A. in Secondary English Education from Eastern Kentucky University, a M.Ed. in Educational Leadership and School Administration from the University of Kentucky, and an Ed.D. in Educational Leadership with a PME of quantitative research methods, assessment, and evaluation from the University of Kentucky.

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.

Problem: When schools buy textbooks or online courses they are limited to selecting the best option available for their needs. However, the reality is that no single textbook or online course is a one-sized-fits-all instructional resource for every content need. When a textbook or course is missing a standard, has an inadequate lesson, or a lesson needs to be modified to meet diverse instructional needs, it becomes a teacher's job to fill that need. While teachers are experts at teaching concepts from content, they are not always experts at creating content. To fill these types of gaps teachers need a solid content creation resource that can provide them with the pedagogical knowledge encompassing what a standard means students should know, understand, and be able to do in relation to the standard. A standards and content creation resource such as this is vital for successful content creation for, and instructional implementation of the new Ohio Learning Standards. Additionally, many districts are still using old textbooks that have not been written to the common core standards. This resource would help ease the transition time for districts by filling in gaps at least until their textbooks can be replaced

with common core aligned textbooks (or digital courses). Solution: To address this problem, funding will provide for the development of a new Ohio Learning Standard's resource called the Standards and Content Creation Toolkit. The Toolkit will include a comprehensive digital resource with the following: ? A single content creation page for every Ohio Learning Standard in ELA and mathematics. Each page will have three main components: A heading with the standard language along with its domain and cluster; A body consisting of: (a) the pedagogical knowledge encompassing what the standard means students should know, understand, and be able to do in relation to the standard; and (b) an applied example of the standard that can be translated into classroom teaching and content development; and An assessment item that teachers can use as a formative assessment for the standard. The Toolkit will be completed in collaboration with our partner, IQ Innovations. Funding of this project will not only provide Finnytown with this valuable resource, all districts in Ohio will have free access via the iLearnOhio platform. IQ Innovations provides the statewide iLearnOhio platform free of charge to all Ohio school districts and will upload the Toolkit to the platform for all Ohio districts to use. iLearnOhio is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system (LMS) to facilitate the delivery of course content from multiple providers to various end users. iLearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, and is under the direction of the Ohio Board of Regents.

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. Increasing academic achievement for all students can only occur if teachers and administrators understand the new standards and their implications for a different way of teaching. It is no longer a matter of "covering" the standards in class, but ensuring that each student has the deeper understanding and mastery of the concepts in order to be ready for the global society of our world. The Standards and Content Creation Toolkit (Toolkit) will improve academic achievement by enhancing teachers' pedagogical foundations of Ohio's New Learning Standards and their capacity to modify existing, or create new content to better meet students' needs. Teachers with more sound pedagogical foundations around the standards will be more effective at providing instruction, and thus, improving student achievement. It is especially important now for all teachers have solid foundations in the new standards so their instruction reflects the skills students will be tested on via the new PARCC assessments. Student achievement on the PARCC assessments will be a direct reflection of teachers' pedagogical foundations around the new standards and their ability to effectively develop and deliver content aligned to these standards. Cost of the grant will be a one-time expenditure to ensure that iLearnOhio has the content and resources for each and every Ohio new learning standard, and will be used to hire programmers and educators to vet the items. By providing the Toolkit as a free resource to teachers throughout the state, there is also potential for greater efficiency of resources for, and in the classroom. Once a piece of content is created using the Toolkit, it will be uploaded to iLearnOhio for all teachers to use. Each new content upload will increase the number of content resources available to teachers throughout Ohio. While teachers are currently limited to only the content resources they purchase and produce for their schools, this project will effectively pool all content resources statewide into a single repository which will dramatically enhance access to content resources aligned to Ohio's new learning standards. Finnytown will work with our technology partner, IQ Innovations, to implement the Toolkit project and develop appropriate user-training modules during the grant timeframe. Finnytown will work with IQ Innovations to determine specifications for the Toolkit and executing logistics for implementation. After the software components required for the Toolkit are completed, IQ Innovations will make the Toolkit available at no cost to all Ohio K-12 schools and districts using iLearnOhio. Reoccurring maintenance costs will be paid for by IQ Innovations as part of their contract with the Board of Regents; therefore, the Toolkit will be sustainable without requiring additional funding. This project also accelerates core strategies focused on increasing student achievement. Given the magnitude of the teaching paradigm change required, this project also includes teacher Professional Development content creation and delivery to fully realize the tools and resources available. Finnytown has strategic plans aligned to the overall State Board of Education goals and initiatives: 1. Implementing Ohio's new Teacher evaluation System (OTES) and the Ohio Principal Evaluation System (OPES); 2. Implementing the Third Grade Reading Guarantee; Providing highly effective professional development

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.

NA

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

619,345.00 * 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.)

The primary source of funding will be the Straight A grant funds awarded. At the district level, consortia members have included the purchase of laptop computers for teacher at an estimated cost of \$800 per unit totaling \$120,000. New equipment will give the educators access to resources that will be made available through iLearnOhio to enable them to integrate the resources into their lessons. The project budget includes the cost of development of high quality Math and ELA aligned content that will be made available to the districts and ultimately to all educators in the state through the iLearnOhio platform. This cost is estimated at \$560,095. Costs include services of a project manager, Math and ELA subject matter experts, an HTML editor, and quality assurance professionals to test the content created. The grant will fund the one-time loading of the content created into the iLearnOhio Marketplace, making the resources available to all Ohio school systems through the statewide platform. An online PD module will be created for use by the districts during implementation. Training for use of the content toolkit and the iLearnOhio platform is available through IQ Innovations "train the trainer" model. Cost for shared live PD session for the districts is provided at \$2,500. Communications to disseminate information about the program at the district level to staff and teachers is estimated using cost for salary and benefits of \$650 per district for staff time. Additional PD costs at the district level are estimated at \$30,000. Program evaluation will be provided by an external third party to ensure objectivity; cost is estimated at \$15,000. Additionally internal evaluation by teachers and expert staff. District level expenditures are estimated at \$616345 for salaries and benefits.

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.

0.00 * 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.

There will be upfront costs to create and edit the Standards and Content Creation Toolkit (Toolkit) pages and then load them into the iLearnOhio platform. After these tasks are complete the ongoing costs will be cost neutral. The platform's ongoing costs will be absorbed by our partner, IQ Innovations. Initial training to use the Toolkit will be provided to all existing teachers in our schools as a part of regularly scheduled professional development. New teachers will receive training that covers how to use the overall learning management system. In addition, a free online module detailing how to use the Toolkit as an instructional tool as well as a content creation tool will already be established for staff needing a refresher.

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

0.00 * 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.)

While we greatly anticipate that the implementation of the project will lead to a greater share of resources in the classroom (e.g., preventing districts from having to buy new textbooks that are not yet worn out) until the project has been fully implemented, we will not be able to speculate on exact fiscal savings.

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.

After the Standards and Content Creation Toolkit (Toolkit) pages are created and loaded, IQ Innovations will make the Toolkit available at no cost to all Ohio K-12 schools and districts using iLearnOhio. Reoccurring costs for use through the iLearnOhio platform will be paid for by IQ Innovations; therefore, the Toolkit will be sustainable without requiring additional funding. In addition, the Toolkit will provide schools across Ohio with a toolkit to not only create their own content, but also an avenue for schools to share their content with other schools. This will be done in iLearnOhio via the content repository.

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): 12/22/2013

* Narrative explanation

With the incoming Common Core and PARCC assessments, we recognized a need for teachers to have an instructional tool to transition successfully to Ohio's new learning standards and preparing students for PARCC assessments. We determined that we needed to make sure that we had numerous content options for each new standard which led to an evaluation of our curriculum resources. We found that we had gaps in content coverage aligned to the new standards. We also found that in some cases we only had one content option for a given standard. Given these gaps, and knowing that students with diverse learning styles and needs require more than one content option, we decided that we needed a resource to help us fill gaps so there were up to five pieces of

content for every standard. As an action item, teacher and administrative leaders began to discuss the need for the Standards and Content Creation Toolkit (Toolkit) on 5/13 during curriculum team meetings. During additional meetings at the end of 9/13, and the start of 10/13, district administrators created communication plans for stakeholders and finalized project specifications. Finnytown will analyze gaps in content and develop coverage reports. These reports will detail the amount of content available for each standard covered in Finnytown's curriculum maps, which are aligned to the PARCC assessment blueprints. Knowing where gaps exist, content teams will use the Standards and Content Creation Toolkit to write content to fill those gaps. Development of the Toolkit will be overseen by an experienced project manager (PM) with an education background, and in collaboration with Finnytown. As pages are developed, the curriculum director will vet and edit Toolkit pages. The PM will guide the Toolkit implementation process serving as the tactical point of contact between Finnytown and IQ Innovations. Related to technical components, the PM and a technical support lead will train subject matter experts (SMEs) and end users to use the WYSIWIG HTML editor to create/edit content pages. Concurrently, the PM will outline project technical specifications with our administrators and communicate them into deliverables for IQ Innovations. IQ will create feature prototypes that will be demoed and tested with district leaders to ensure each feature meets expectations. When a change to customization scope is requested, the PM will work with our administration and the IQ Innovations' team to determine what the change should be. Barriers: Technology and innovations not adopted properly will have their effectiveness undermined significantly. To mitigate this we have a comprehensive and systematic communication/training plan along with the right professional leads. This will ensure the Toolkit is adopted according to the vision of improving student achievement. Communication: Finnytown staff will be notified of the grant application for the Toolkit and its benefits through official channels such as announcements at regularly scheduled PD days, general employee announcements, and Microsoft Sharepoint. These engagement channels will continue to be used once the grant is awarded and adjusted if deemed appropriate. PD to properly use the Toolkit will be a part of regularly scheduled training. The vision of the Toolkit and what it means to instruction and academic outcomes will be communicated to parents and students via school newsletters, open houses, and the Parent Portal.

Implement (MM/DD/YYYY): 1/8/2014

* Narrative explanation

1. 12/13-1/14: Identify and train SMEs to write Toolkit Pages 2. 1/14-4/14: SME page creation and editing 3. 1/14-2/14: Identification of specifications for the LMS 4. 2/14-4/14: Software development a. HTML editor and tool kit for content page creation b. Uploading pages into the LMS c. User Interface development 5. 5/14-6/14: Teacher, administrator PD to use the Toolkit 6. 8/14 and beyond: Instance of Toolkit created in ilearnOhio. Ohio schools will be free to adopt and use the system at no cost. The first step in the implementation plan involves recruitment and hiring of SMEs to write toolkit pages. SMEs will be veteran consultants with proven records of results. These SMEs will be trained to develop pages by the PM along with a technical support expert. Upon completion of an orientation and training, SMEs will begin a proof of concept phase where they will each create five pages which will then be vetted for accuracy and adherence to project specifications. Pages will be developed on an ongoing basis once SME work has been vetted. While SMEs and the PM are executing needs for page development, the PM will be engaging with IQ Innovations to identify and work through specifications for the learning management system (LMS) where these pages will be accessed by end users. Upon understanding the functional needs of the end users, direct LMS specifications and timelines for deliverables will be communicated to the software development team. It is understood that the high level deliverables for software development will include building an HTML editor within the Toolkit for content page creation, and so completed pages can be personalized by end users. Development work will also include uploading completed pages into the LMS and creation of a user-friendly interface for easy navigation and use. Beyond development work, upon completion of the Toolkit, comprehensive online and face-to-face training options will be designed and offered to teachers and administrators. With successful implementation of the Toolkit in Finnytown, the project will be ready to scale to the state level so all districts in Ohio can use and contribute to the Toolkit. This will be done using the statewide LMS system, ilearnOhio. Since ilearnOhio is free to all districts in the state, all Ohio schools will be free to adopt and use the system at no cost. Barriers: The biggest barrier to implementation will be the short timeline to complete all needed work. This is why an experienced project manager along with a technical support expert has been included. Teachers and administrators need to focus their time on their primary roles of improving student outcomes, not managing projects. While teachers and administrators will be involved in the project, the PM and technical support lead will handle all logistics and management components of the project. Communication: Communication of project progress and timelines for deliverables will be provided by the PM to Finnytown. PD to properly use the Toolkit will be a part of regularly scheduled training. The vision of the Toolkit and what it means to instruction and academic outcomes will be communicated to parents and students via school newsletters, open houses, and the Parent Portal.

Summative evaluation (MM/DD/YYYY): 05/14/2014

* Narrative explanation

1. 5/14: Teacher pre-training survey on preparedness to teach Ohio's New Learning Standards. Baseline content coverage reports created outlining amount of standards aligned content currently available. 2. 6/14: PD evaluation. 3. 8/14: Teacher post-training survey on preparedness to teach Ohio's New Learning Standards. 4. 1/15: Interim program evaluation. Mid-year implementation content coverage reports generated outlining amount of increase in standards aligned content available. 5. 5/15-6/15: Final program evaluation. Post-implementation content coverage reports generated outlining amount of increase in standards aligned content available. Measurement of indicators for academic achievement outcomes. Development of the Standards and Content Creation Toolkit will be completed by May 2014. At the end of the 2013-2014 school-year, teachers will be surveyed on their preparedness to teach Ohio's new learning standards. This will provide baseline data that will be compared with post-implementation data. The comparison will show the degree of impact the Toolkit had on teachers' professional growth in relation to the standards. Additionally, baseline data from the content coverage reports will be compared to mid-year and post-implementation content coverage reports to determine how many additional standards aligned pieces of content have been developed as a result of the project. This will provide a means to measure the overall impact of the project on standards aligned content created. Indicators for academic achievement outcomes include higher levels of student engagement, higher graduation rates, increased proficiency rates, and an increase in students that matriculate to college or begin a career. This data will be collected through the student information systems, surveys, and observations. Finnytown will utilize consistent measures/procedures to collect data each year. Measures of project success include student performance on annual standardized tests. We will use the OAA/OGT math achievement tests for grades 8-12. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. We will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores, % of graduates that earn certification in a career/tech program, and whether or not 9th graders are on track to graduate. The baseline will be length of student engagement, state assessment scores and graduation rates in the immediate three years prior to the grant award. In each subsequent year, it is expected that these outcome measures will improve. If measured progress is insufficient to meet program objectives, systematic adjustments will be made to the Toolkit. Barriers: The biggest barrier to evaluation will be carrying out and receiving data back from all teachers so substantive baseline data exist to measure the impact of the project. To address this barrier, the district assessment coordinator will receive assistance from a trained evaluation expert. The expert will collaborate with the assessment coordinator to execute survey administration and data analyses. With evaluation primarily conducted by an independent, objective evaluation expert, results will not be biased or skewed in any way to portray anything other than true project outcomes. Communication: Communication of evaluation procedures and implementation will be provided to Finnytown by the evaluation expert and PM. Project goals and milestones achieved as measured by results will be communicated to stakeholders such as parents and students via school newsletters, open houses, and the Parent Portal.

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

The Standards and Content Creation Toolkit (Toolkit) will enable Finnytown to address Ohio's new learning standards in an effective and efficient manner; therefore, directly affecting students in the classroom and ultimately resulting in improved academic outcomes through the following channels: ? Students: Students will receive instruction with the depth and breadth required by the new standards. Student academic achievement will improve based on true teacher understanding of the standards and the fidelity of instruction. Students will also become acclimated to the ilearnOhio platform with teacher guidance. ? Teachers: Teachers will have the tools and supports to understand the shifts in instruction required by the standards because they will have context for the essence of a standard and how to effectively teach it. Time will not be wasted searching websites for accurate information and examples. Teachers will be able to develop and share content with each other as well as other districts across the state. ? Additional Teacher Supports: Teacher walk-through data, observations, and professional growth plans will have goals and expectations that teachers utilize the Toolkit in the manner envisioned. Individual assistance will be given to teachers receiving low performance evaluation marks in areas such as class facilitation skills through mentors and their supervisor or principal. This will ensure that our teachers adequately convey what a student should know, understand, be able to do, and provide applied examples of Ohio's new learning standards in action. ? Curriculum Professionals: Curriculum professionals and other personnel tasked with creating content to fill gaps where current content falls short will have a comprehensive, easy to use toolkit at their fingertips. The Toolkit will provide teachers with the essence of what a standard means, what a student should know, understand, and be able to do, and an applied example of the standard in action. This will provide curriculum professionals with a starting point to create standard-aligned content. After content is created, it can be uploaded to ilearnOhio and shared with districts from across the state. Conversely, curriculum directors will be able to browse standard-aligned content created by other Ohio schools. ? Parents: Parental understanding and involvement with the Toolkit and their child's education is important to Finnytown. Parents will have access to the Toolkit so they may assist their child at home. This could serve as a reference for parents: "What is meant by this standard?" The vision of the Toolkit and what it means to student instruction and academic outcomes will be communicated to parents and students via school newsletters, open houses, and the Parent Portal.

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.

Ohio's education system has improved in recent years, with better early childhood education programs, improvements in testing, and more emphasis on holding schools accountable for student achievement. Yet this year, Ohio ranked 12th among the 50 states in the quality of its education system, with only a C+ grade. Probably the single most important effort to improve the achievement of Ohio students comes with the introduction of Ohio's New Learning Standards which define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. With the new standards, teachers must re-examine their instructional program to ensure that classroom tasks and assignments are aligned with the content standards they are expected to teach and that are assessed by the state. Student achievement in Ohio will ultimately be a direct reflection of teachers' pedagogical foundations around the new standards and their ability to effectively develop and deliver content aligned to these standards. However, in Ohio and elsewhere, teachers are struggling with the transition to the new standards. Published February 27, 2013 in Education Week: the article "Teachers say They Are Unprepared for Common Core" cites the study conducted by the EPE Research Center which states that "nearly half of teachers feel unprepared to teach them, especially to disadvantaged students..." American Federation of Teachers (AFT) assistant director Lisa Dickinson states that "Teachers are under tremendous pressure...the new standards do require a major shift in instruction. And the needed supports really aren't there." (Education week Spotlight on Professional Learning in the Common-Core Era, edweek.org, p.2). Making the transition to the new standards is a complex process and as indicated above, teachers need additional supports that will guide them through the pedagogical and instructional changes that must take place in their classrooms. With additional supports, teachers will have more sound pedagogical foundations around the standards and will be more effective at providing instruction, and thus, improving student achievement. The Standards and Content Creation Toolkit (Toolkit) provides the means to address the needs of Ohio teachers as they transition to the new standards and seek to improve student achievement.

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

Yes

No

22. If so, how?

Our proposal has the potential to not only change how Finnytown teaches Ohio's New Learning Standards, and how we acquire and use educational content, but also has the potential to change these practices throughout Ohio. Our technology partner, IQ Innovations, supports the technology solution that powers iLearnOhio. iLearnOhio is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system to facilitate the delivery of course content from multiple providers to various end users. iLearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction of the Ohio Board of Regents. After the Standards and Content Creation Toolkit (Toolkit) suite of tools is complete, and the created pages are uploaded, IQ Innovations will make the Toolkit available to all Ohio K-12 schools and districts through iLearnOhio. The Toolkit will be available statewide by October, 2014, with schools permitted to make their own decisions regarding whether or not and when they want to adopt. With iLearnOhio, standard-aligned content and assessment items can be created within a district, loaded into iLearnOhio, and shared with other schools across the state. Schools using content originating from the Toolkit will be able to provide peer reviews of the content for quality and relevance. This can potentially reduce future textbook expenditures statewide significantly. Additionally, a comprehensive, free suite of training materials already exists in the form of video tutorials and an online training course. In-person training is also available through the Ohio Resource Center.

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

Value and Sustainability: The current proposal presents an exceptional opportunity not only for how Finnytown creates and consumes educational content, but to all school districts in Ohio. After the Standards and Content Creation Toolkit (Toolkit) suite of tools is complete and the created pages are uploaded, our technology partner, IQ Innovations, will make the Toolkit available to all Ohio K-12 schools and districts through iLearnOhio. Districts will have access to online modules resulting in no direct costs even after the outlined grant period. The Toolkit will be available statewide by October, 2014, with schools permitted to make their own decisions regarding whether or not and when they want to adopt. These factors combined show that the Toolkit will be sustainable and provide a lasting impact without requiring additional funding. **Quantifiable Measures of Student Achievement:** -Mathematics and English achievement as measured by the State of Ohio assessments in grades 10 and 11; Value Added growth measurement as computed and reflected in Ohio's accountability model, AMO targets for each student group, and the AMO target for graduation, as well as the 5-year graduation rate. To meet the over-arching goals and track our progress, Finnytown has established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations for high school: To meet the over-arching goals and track our progress, Finnytown has established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations: K-8, 3% aggregate increase in reading and math proficiency rates, overall composite value-added measure rate as meets or above; HS, meet state indicators in 10th and 11th grade reading and math, and increase the graduation rate to earn points on AMO targets. The source of benchmark comparative data graduation rates in the immediate three years prior to the grant award. Finnytown will use the following specified measurement periods and preliminary success points to validate successful implementation: Analysis of quarterly assessments, pre- and post-tests to ensure academic growth throughout the year. If measured progress is insufficient to meet the Toolkit objectives, systematic adjustments will be made to ensure that appropriate instructional content is being created and delivered, and that students are increasing their levels of achievement

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.

The Straight A grant will allow Finnytown to implement the Standards and Content Creation Toolkit (Toolkit) which will improve academic achievement by enhancing teachers' pedagogical foundations of Ohio's New Learning Standards and their capacity to modify existing, or create and share new content to better meet students' needs. The evaluation of the impact of the Straight A funds on student outcomes fits well within the overarching goals of Finnytown's overall academic plans and the academic achievement tenet of the Straight A fund. Finnytown's long term goals that align with the grant include: 1. Increase graduation rate and ensure that all students are ready for college or career 2. Increase reading and math proficiency rates as measured by state achievement tests. 3. Meeting or exceeding student value-added growth measurement. In order to achieve these measures of success, Finnytown must annually track progress on a series of short-term indicators toward meeting these long term goals. To that end, the focus of the Straight A grant is congruent with measuring annual progress on these indicators. Specifically, Finnytown will track progress on the following indicators: Reading and mathematics achievement as measured by the State of Ohio assessments in grades 3-8, 10 and 11; Value Added growth measurement as computed and reflected in Ohio's accountability model, AMO targets for each student group, and the AMO target for graduation, as well as the 5-year graduation rate. To meet the over-arching goals and track our progress, Finnytown has established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations: K-8, 3% aggregate increase in reading and math proficiency rates, overall composite value-added measure rate as meets or above; HS, meet state indicators in 10th and 11th grade reading and math, and increase the graduation rate to earn points on the AMO targets. The source of benchmark comparative data graduation rates in the immediate three years prior to the grant award. Finnytown will use the following specified measurement periods and preliminary success points to validate successful implementation: Analysis of quarterly assessments, pre- and post-tests to ensure academic growth throughout the year. In addition to academic goals, Finnytown has established a set of process goals to ensure success over the next five years: -Expand the content created by the Toolkit to provide a comprehensive set of free content across K-12 Math and ELA that meets the diverse learning needs of Finnytown students. -Implement OTES/OPES framework: Clearly explaining goals, supports, consequences to staff while setting measurable goals for all staff; Enhance principal/leadership trainee program to identify and grow strong academic leaders. -Continue to engage parents and guardians in the education of their children. -Content loaded into iLearnOhio, which is the statewide platform available at no cost to school districts, potentially reducing textbook expenditures significantly.

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 evaluation will include process and outcome indicators and the method will use the triangulation of evidence from administrative data analysis, survey research, and observational records obtained from classroom walk-throughs. One set of indicators will be pre and post professional development surveys covering the two qualitatively different components of the Standards and Content Creation Toolkit (Toolkit): Teacher self-efficacy perceptions related to teaching Ohio's New Learning Standards and creating their own standard-aligned content. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the program as intended. This data collection is through the LMS, quality review of created content, teacher observations, and student surveys. The system in place for teacher observations is called the "Teacher Observation and Review (TOR)" which is aligned to the Ohio Teacher Educator Standards and the OTES model. A web-based survey system such "SelectSurvey," will be used for survey administration. If any gaps in implementation are found, additional professional development for teachers will be provided. The outcome indicators are higher levels of student engagement, higher graduation rates, increased proficiency rates, and an increase in students that matriculate to college or begin a career. This data will be collected through the student information systems, surveys, and observations. Finnytown will utilize consistent measures/procedures to collect data each year. Measures of project success include student performance on annual standardized tests. We will use the OAA/OGT math achievement tests for grades 8-12. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. We will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores, % of graduates that earn certification in a career/tech program, and whether or not 9th graders are on track to graduate. The baseline will be length of student engagement, state assessment scores and graduation rates in the immediate three years prior to the grant award. In each subsequent year, it is expected that these outcome measures will improve. If measured progress is insufficient to meet program objectives, systematic adjustments will be made to the Toolkit. Interpretation and Reporting Results will be compiled by evaluation professionals and administrators into an evaluation report by June 30 each year of the grant period

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" Tyrone Olverson, Superintendent, Finneytown Local School District, 10/25/14