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Adjusted Allocation: 0.00
Remaining: -2,644,868.00
Hilliard City Schools (HCS) Teacher Leader for Intervention and Professional Development: Sharon Esswein; HCS Teacher Leader for Literacy: Jennifer Hummer, IL Regional Contact. During the 2011 academic year HCS successfully piloted the implementation of a group of literacy coaches led by a district literacy coordinator and a district ELL coach offer ongoing PD and classroom support. There new Innovative Learning Collaborative (LLI) such as these because of certain teams that are currently in place including data teams where teachers meet regularly to examine data and discuss implications for instruction.

Today, Imagine Learning has a team of more than 240 full-time employees, including curriculum designers, technical developers, marketing experts, artists, audio and video specialists, sales managers, quality assurance experts, support and training specialists, writers, and support staff. This diverse and talented team is dedicated to making each implementation a success and to creating opportunity for success for each student. The ESCCO literacy specialist will become a trained trainer alongside Hilliard teacher leaders to ensure implementation fidelity, local capacity is developed and available beyond the grant period.
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.

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 of your 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.

14. What is the total cost for implementing the innovative project?
   $2,679,914.00 * Total project cost

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.

23,230.00 * Specific costs of new/recurrent cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the overall budget?

20,020.00 * Specific amount of expected savings (annual)

17. Introduction

Imagine Learning (Purchased Service Contract) (Total=$1,529,200.00)

ESCCO (Service Contract Total=$85,544.00)

Calibration Training: For site experts and the BLL Sustainability Coordinator to be conducted August 16 ($150/pupil x 2,035 pupils x 1/2 day=$45,825) - The Hilliard IL Implementation Team paid as needed to support the training.

Hilliard Implementation Costs (Year 1 Total=$1,065,170)

Calibration of Trained Trainers and the sustainability of the Bridges to Learning and Literacy Project. This cost will be paid annually from Hilliard's existing budget by redirection of funds Hilliard will save annually from the purchase of perpetual licenses.

16,000 in annual site expert stipends + $3,000 for BLL Sustainability Coordination= $19,000 x 17% = $3,230.00

1. BLL Goal 1: Increase student achievement

Hilliard will save annually from the purchase of perpetual licenses. $16,000 in annual site expert stipends + $3,000 for BLL Sustainability Coordination= $19,000 x 17% = $3,230.00

Benefits: $34,000 + $ 40,400x 17%=$12,648

BLL Goal 2: Improve teaching and learning in literacy.

Bridges to Learning and Literacy (IL) is a research based literacy intervention, with approximately 80 K students in grades K-12 participating.

As a result 295 seat licenses were purchased for the 2012 and 2013 academic years, at a cost of $44,250 annually, enabling the districts highest need ELL students access to Imagine Learning. During the past year (2012-13) data indicate that HCB students engaged with IL for 30 or more hours in an academic year showed 28.9% more growth between fall and spring than BFB students who used IL for 10 hours or less. IL’s literacy and language technology tool that uses students pre-test for benchmark data to provide individualized learning opportunities for students by creating an individualized learning plan and pathways to acquire grade level reading skills, while embedding academic content and vocabulary. In addition, IL provides language support for ELL students in 15 languages. The implementation of IL increases student achievement by creating highly engaging and effective learning opportunities for students who otherwise require 1:1 or small group direct instruction. Typically, students are expected to read or do independent work on their own when not in 1:1 or small group instruction, struggling readers are most often disengaged and unproductive or often struggle alone while teachers work with other students. With IL, guided reading instruction model each student can be engaged 100% of the instructional time in individualized instruction as they rotate through small group instruction. 1:1 instruction, and IL- thereby increasing student individualized instruction, direct instruction time, and effective feedback. In addition, actionable data collected on the students time, and effectiveness will inform and drive the teachers’ instructional practices by giving them direct insights based on gaps to specific student. The program even directly links each student’s gaps in literacy to research based intervention activities teachers will use with their students. The planning and assessment time teachers will save by incorporating IL into the literacy framework will also be a huge savings that directly impacts and benefits students. IL will directly increase time for instruction, individualized instruction, coaching, and support interventions that are aligned to students’ individual needs. Students will be engaged with IL during out of school time hours. The addition of this literacy resource alone will create an aggregate effect on literacy direct instruction and differentiation needed to support our struggling readers. Grant funding will enable HCB to: expand access to IL from 295 to 1,500 students) 3) build local capacity to sustain implementation through trained [il nannot be indopened] and fidelity, and 4) redirect funds for IL, $20,290 to provide additional resources focused on additional third grade guarantee intervention. In FY 18 & 19 spending will be reduced annually by $21,020. Expansion of Imagine Learning to all struggling readers K-6, and newcomers, and iPads to provide access to the program at home, will greatly benefit our students’ learning and have a direct impact on student academic achievement.

With grant support Hilliard plans to: expand access to IL from 295 to 1,500 students 3) build local capacity to sustain implementation through trained teachers focused on implementation fidelity, and 5) redirect funds for IL, $20,290 to provide additional resources focused on additional third grade guarantee intervention.

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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.

Sustainability is achieved through implementation of the following project components/design elements. 1. The purchase of perpetual licenses using grant funding eliminates the annual ongoing cost of $1,500.00 Imagine Learning annual per-pupil fees. (No recurring cost) 2. The perpetual licenses include 6 years of support from Imagine Learning at no additional annual cost. This includes program updates and annual calibration (in-depth expert training) for Trained Trainers, and access to webinars/vimeo/podcast of screen images w/ modules online support/ongoing training of new staff or FAQ online w/ online 3-5 min. modules demonstrating "how to" based on user question/needs found on FAQ in PD Express. 3. Implementation of a Train the Trainer model will eliminate the cost and reliance on IL to arrange for trainers to come to Columbus to provide training for new teachers (due to attrition) or class assignment changes. In addition Trained Trainers will be able to provide 1:1 support and coaching for teachers in their classrooms. A service unavailable while Imagine Learning. This model is an extremely important component for implementation fidelity which will impact student achievement outcome, data analysis and sustainability. (Supported through redirection of $20,000 of current $44,250 expended annually for 295 licenses- no new dollars are needed in the budget) 4. By year 4 of the project the district will experience an annual budget reduction of $21,020

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): 01/15/2014
Narrative explanation

Communication Plan: Efforts will be made to communicate with the following stakeholders: BOE, leadership cabinet, teachers, students, administrators, Columbus Dispatch and This Week reporters, ESCO, IL, public, union representatives. Information regarding funding announcement, implementation news, and project outcomes will be communicated in a variety of ways including:
Presentations at the winter 2014 board meeting and again through schedule project reports as requested by the superintendent. January news releases to the Columbus Dispatch, This Week, the ESCCO and IL. News releases will be sent as appropriate throughout the five year implementation and sustainability period. Information will also be shared through district, building and classroom newsletters, web announcements, and the district enrollment center. Teachers will also regularly communicate progress reports with parents of enrolled children. In addition, Hilliard will host an FAQ of commonly asked questions to include a series of brief (3-5 minute) webinar modules or podcasts for staff to use as ongoing support. Teachers and staff can access these webinars through district professional development tool titled "PD Express" which teachers know how to access and use for all district PD registration. Therefore, this addition to the support model will build into a successful district system already in place. Jan to February 2013 funding announcement, District press release (Hilliard)- Unpack grant and set up budget and PO's (Marie Ward/Hilliland)- Enter service contracts with Imagine Learning and ESCCO (Hilliard) - Purchase Equipment (Hilliard) - ESCCO begins managing grant and establishes grant monitoring plan (Marie Ward) - Craft agreement of the site expect position and expectations; and Trained Trainers postcards (Jennifer Hummer, Imagine Learning and expectations Luntz, Hilliard) - Recruit literacy specialists to be trained-trainer - Set training dates/location (Train site experts in 2 half day sessions and get subs to cover classes of 16 site experts, 2 ESCCO literacy specialists, and the BLL Sustainability Coordinator) - Install software Planning for IL implementation- Will include: 7 When and where Imagine Learning will be used. 7 The number of sessions per week and number of minutes per session (see the next section for a table to use for guidance) 7 Detail how the reports will be used. Training will include: A five-hour onsite training is provided by Imagine Learning as part of installation. The training accomplishes the following: 7 Exposes participants to the program’s scope and sequence. 7 Gives participants experience with the software. 7 Provides a clear understanding of the actionable data collected by the program and how to use it to personalize instruction. The following are key points covered during the initial training:
1. Operation of the management system to enter assessment scores, students and students into the program. 2. Use of the software’s first-language support. 3. Administration of the software’s placement test to evaluate each student and place him/her appropriately within the program. 4. Adjustment of students’ time on the program to meet individual needs. 5. Running of the program on a daily basis. 6. Use of the software’s reports to inform instruction. 7. Establish system to collect data and monitor progress - Develop plan for trained Imagine Learning site experts to roll out training in meetings/plan timesetting-up appointments w/ staff to train and also set them up on the program. - Monitor progress of site experts and teacher/single point of contact to see that they are progressing with trainings and are on track for trainings (Marie Ward)

Implement (MM/DD/YYYY): 09/08/2014
Narrative explanation

March-May: Regulation of teacher users in training and – Expand imagine learning to students in schools/classrooms already staffed by trained teachers -Recruit students for ELL summer school and teachers for summer academy trainings and Innovative Conference training sessions by Imagine Learning ESC (training and implementation specialist. -Monitor progress (Marie Ward),June-July - Conduct training sessions -develop parent communication pieces August - Finalize list of students to have access to IL for next academic year and Innovative Conference Imagine Learning trainings by company ESC - Teacher will upload student information into IL follow ups with staff trained to see how they are using program w/ students - Communicate with parents and obtain iPad user agreements -Monitor progress (Marie Ward) September - Launch program - Conduct baseline assessments begin students on individualized plans - Summative Assessment completed

Summative evaluation (MM/DD/YYYY): 12/1/2014
Narrative explanation

Dr. Marie Ward will lead development of summative reports to include hot process and product data. She will ensure that all grant assurances and deliverables are met.

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

Imagine Learning will be a critical addition to our balanced literacy approach to closing achievement gaps to enable every child to perform at grade level and avoid retention as stipulated by the 3rd Grade Guarantee. Ultimately it is our goal to build the literacy skills necessary to for students to graduate from high school an transition to post-secondary environments without the need for remediation. Through Imagine Learning we expect to:
- Increased personalized learning through technology - Increased personalized learning through use of teacher reports - Changes or our use of technology, including the computer lab, tablets, etc. - Increased the time students are engaged in active learning - Increased instruction time and aligned to meet student's gaps/needs specific needs identified in the Imagine Learning program from the data provided unique to each student. Using unmastered actionable skills report attached to appropriate interventions to help guide teachers during their time with the students or in guided reading (this is a HUGE time saver for teachers). Instructional time saved with this data to inform instruction v. teachers having to assess students for gaps/progress as often 1:1. Because all classroom and intervention teachers will be using the same tool to facilitate and support their struggling readers, the data can be shared across grade levels and will look the same, increasing communication across the curriculum vertically, which can be a challenge. It will be nice complement to our F&P benchmark assessments in that it will not only show progress but also gaps that will help inform instruction in addition to the running records. The data is available constantly as ongoing assessments are built into the Imagine Learning program and academic content is cyclical to the student accordingly. Because of this built-in differentiation, each student is working on the cutting edge of their own learning.

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.

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Goal 1: Increase Student Achievement This grant opportunity has created the chance for HCS to submit a proposal to enable the expansion of Imagine Learning to significantly more students while building a sustainable financial and programmatic model. Our motivation is driven by the results we observed during our pilot phase with 295 students who demonstrated more that 20% greater gains than students who did not have access to IL at recommended levels. The Research Behind Imagine Learning: The key instructional practices of Imagine Learning are based on proven and current research from across the educational community. Here is a small sample of research conducted by educational experts and their corresponding research elements which are implemented in Imagine Learning. The Efficacy of the Program: There have been several studies conducted regarding the effectiveness of Imagine Learning, focusing particularly on the effects of the software on students’ standardized test scores. These studies show significant improvement in test scores for students using the software. For example, since 2008, the software’s supplemental educational services program has served approximately 7,000 students in kindergarten through 12th grade in reading, language, and literacy. Students using the program have had an average literacy improvement of 17 percent. Based on research conducted by assessment specialists, a significant gain is 8-10 percent. Joint Strategy Consulting carried out an independent study of the software as it is used in the Chula Vista District in California. Their research confirmed the following: 1. Users showed greater improvements on the California Standardized Test than the non-user controls. 2. Users experienced a greater increase in proficiency. 3. The vast majority of student users showed increases in scale scores on the California English Language Development Test (CELDT). 4. The majority of English learners showed increases in proficiency levels. Goal 2: Reduce Spending. We have described above in detail how we will redirect some saving during years 1-3, and reduce the district budget by 24K a year in years 4 and 5.

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

Yes

22. If so, how?

Imagine Learning is currently being used in several Ohio districts including Cincinnati and Dayton City Schools. Marie Ward, Ph.D. from the ESCOO is available to consult with any district interested in replicating this project. HCS would welcome site visits to observe the BLL program, consult on replication, and share implementation plans and progress reports. IL regional consultant Jennifer Hummer is also available to consult with districts.
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.

Specific benchmarks will be delineated in relation to 2 distinct phases: Phase 1: Implementation (January 1, 2014-September 2014) and Phase 2: Sustainability (2015 and beyond) Phase 1: Implementation (Short Term Benchmarks); STB1: By February 30, 2014 the BLL Sustainability Coordinator will be selected and onboarded. STB2: By May 1, 2014 44% equipment will have been received by HCS, inventoried, and iPads will be loaded with the IL application. STB3: By June 30, 2013 100% of BLL Site Experts and the BLL Sustainability Coordinator will be certified by IL as trained trainers. Data: Attendance sheets, and post training evaluation scores STB4: By September 30, 2014 80% of teacher will be trained to integrate and implement IL their classrooms. Total teachers to be trained: 404 (All classroom teachers grades K-5, plus intervention staff @ 14 elementary schools and 18 ELA and intervention teachers K-12) Data: Attendance sheets STB5: By September 1, 2014 parent communication regarding the BLL will be sent. Data: Number of mailings, emails, etc. STB6: By October 30, 2014 at least 50% of parents will have signed and returned the iPad use agreement so their child can bring and iPad home. Data: Number of signed agreements STB7: By September 30, 2014 75% of target students will have completed the baseline assessment, and be ready to start engagement with their individualized Imagine Learning plan in a classroom with a trained teacher. Data: IL usage report STB7: By June 30, 2014 all expenditures for the grant will be encumbered Data: Bud sum report STB9: By September 30, 2014 all funds will be expended and final expenditure reports and grant performance reports will be submitted. Data: Confirmation of ODE receipt of reports. Phase 2: Sustainability (Long Term Benchmarks); LTB1: By May 2015 75% of IL students will meet usage recommendation levels to maximize gains. (The following recommendations are based on a 40-week school year with the understanding that there will be times when the use of Imagine Learning may be suspended (e.g., state testing, holidays); Daily Usage: We recommend students use the software daily. For maximum results, each session should be 20-30 minutes long for pre-K and kindergarten students. For first grade and higher, the recommended use is 30-45 minutes. Annual Usage: We recommend students use the software daily. For maximum results, pre-K students should use the software 35-45 hours annually. Students in first grade and higher should use Imagine Learning 45-60 hours annually. Data: The Imagine Learning TrueData reports are effective tools in ensuring proper usage of the program. With these reports, you can observe usage to ensure each child is getting proper time on the program. As you plan your implementation, determine which administrator will review the reports in what timeframe to check for proper usage. Then delineate the steps they will take if they find a teacher is not giving their students enough time on program. LTB2: HCS will meet all AMOA objectives as a district Data: EMIS/state reports LTB3: HCS will decrease achievement gaps for low SES and ELL students Data: State report card data LTB4: HCS will show expected or above growth with our lowest achieving students Data: Value added, district and state assessments, SRI data beginning 2nd grade-12 grade LTB5: HCS will establish a decreasing trend in the number of students considered "off-track" in grades K-3 Data: Fountas and Pinnell and Scholastic Reading Inventory (SRI) winter and spring assessment LTB6: HCS will increase the percent of students who are proficient or above in English Language Arts (ELA) Data: MEAP/STMI LTB7: HCS will decrease the number of students identified as English Language Learners (ELL) Data: MEAP/STMI LTB8: HCS will decrease the number of students who receive special education services Data: MEAP/STMI LTB9: HCS will decrease the number of students who receive Title 1 services Data: MEAP/STMI LTB10: HCS will decrease the number of suspensions and expulsions Data: Safe and Secure LTB11: HCS will increase the number of students who participate in service learning Data: local surveys Outcome: We hope to achieve that are not easily benchmarked: Increase parent engagement with IL and child at home Data: signed agreements, parent surveys, students logs NOTE: IL provides a variety of reports that will enable Teacher, Building, and District data teams and the to monitor and track student progress. Data will also be used to make instructional decisions. Sharon, Susan

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).**

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.

Accept Susanne Lintz Director, Data & Accountability Hilliard City Schools 10/25/2013

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

Imagine Learning is a software program that teaches children to both read and speak English. It uses engaging multimedia to deliver individualized instruction to English learners, students with disabilities, struggling readers, and early childhood education students. The program provides students with a safe learning environment and differentiated instruction on the skills they need to succeed in the classroom and beyond. Imagine Learning also provides educators with actionable data to drive instructional practice in their classrooms. The rationale is that because Hilliard students using Imagine Learning have demonstrated success/progress academically. Now, want to expand this model to include struggling readers K-6, including ELL students who are struggling readers. It is our hope that HCS children who engage with IL 30 hours or more during an academic year will achieve an average of 26% or greater growth when compared to student not using IL. We wish to: provide every struggling reader the opportunity to maximize their learning; advance district CCIP and Beacon ES IB goals; close achievement gaps for low SES and ELL students and improve student ability to graduate from high school and transition to post-secondary environments without the need for remediation.