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Adjusted Allocation: 0.00

Remaining: -505,345.00
Application

Indian Creek Local (047803) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (506)

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: Blended Professional Development to Sustain Response to Intervention

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.

According to Odden, et al.

We currently partner with

**We plan to use the funds from the Straight A grant to reduce the cost per teacher through the

Application

12. Describe how it will meet the goal(s) selected above.

11. Describe the innovative project.

Indian Creek Local School District and Step by Step Learning have partnered over the last 18 months in solidifying the foundational skills of literacy in kindergarten and first grade. We currently partner with SBSL to support and RTI implementation focused on closing the achievement gap and preparing children to meet the third grade guarantee by improving instruction quality. This proposal aims to reduce the cost per teacher of professional development through the implementation of a blended learning model of PD.

815 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: T.C. Chappelear

Organizational name of lead applicant: Indian Creek Local School District

Unique Identifier (RIN/Fed Tax ID): 047803

Address of lead applicant: 587 Bantam Ridge Rd

Phone Number of lead applicant: 7402662911

Email Address of lead applicant: tc.chappelear@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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Step by Step Learning

Step by Step Learning is a literacy and professional development consulting company that is intently focused on implementing the best and most effective practices to accelerate children to reading grade level. We integrate ALL educators as stakeholders, including administrators, teachers, reading specialists, etc. - creating a team-based, all-hands solution for helping students who are struggling readers.

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

11. Describe the innovative project.

We initiated an innovative project last year in K-1 based upon our student data. After identifying root causes, we recognized that we needed to solidify literacy skills in K and first grade if we were going to close the gap and improve student outcomes. We are in the second year of this project and have expanded to 2nd and 3rd grade based upon the results that were achieved in K and 1. The district report card reinforced that we made the right decision in going back and laying a stronger literacy foundation. Our report card reflects: Academic Progress-F and Closing the Gap- F. Our results in student achievement in year 1 are below: ** 19% growth in K from BOY of the year; or 112% increase over the prior end of year results ** 126% growth in 1st grade from BOY of year; or 20% increase over the prior end of year results Our current project supports an RTI implementation focused on closing the achievement gap and preparing children to meet the third grade guarantee by improving instructional quality.

We began by formulating a plan, which includes 1) data collection, 2) analysis and instructional planning to create individualized plans, and 3) continuous monitoring and adjusting of instruction. We provided professional development to support teachers and admin in implementing this process twice during the year. At the same time, we provided professional development in research based instructional practices, supporting classroom materials and embedded modeling and coaching. While this investment in development is critical to increasing student achievement, it comes at a substantial cost per teacher that is prohibitive to expanding into the intermediate grades to target student achievement there. We plan to use the funds from the Straight A grant to reduce the cost per teacher through the implementation of a blended learning model while increasing student achievement.

The online course development will allow us to provide K-3 teachers continual access to the RTI content and process steps. Individuals or groups of teachers will be able to seek answers, review process steps, participate in professional learning communities with educators, or watch model videos. In addition, teachers new to K-3 grade levels will have the ability to learn the content, thus increasing internal capacity and sustainability of the results. The online learning paths will provide teachers the content and background knowledge regarding RTI, the process of data analysis and an overview of the diagnostic tools as well as analysis process. In the future, this flipped classroom model will allow us to focus the online professional development on application, collaboration and embedded modeling and coaching, rather than on content. First we will launch a blended learning model that uses synchronous peer collaboration and problem solving, along with a PLC. Teachers will have increased opportunities to engage in student focused conversations, review student progress, ask questions and share ideas with one another. The virtual synchronous sessions will be scheduled during the grade level meetings, before or after the school day, there by making it assessable and cost effective. According to Odden, et el. (2001) effective professional development that impacts student learning contains more opportunities for coaching, application of learning, collaboration and discussions in groups and is continuous. The addition of the virtual tools will deepen our abilities to provide these opportunities without a significant cost associated.

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.

The outcome of the initial stage of this project is that we will continue to impact student achievement and improve the quality of instruction by establishing a continuous professional development experience through site-based and virtual professional development (Berger, Eylon, & Bagno, 2008). Our blended learning model includes all 6 features of professional development that impacts student achievement:
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

a. Enter a project budget
b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

$505,345.00 * Total project cost

* 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.

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.

Online courses: There are no recurring costs for Indian Creek. The license for the courses are free for 10 years. The projected benefit for all schools in Ohio will be to utilize the online course at $99 cost per teacher to significantly reduce PD costs for everyone in Ohio. Professional Learning Community: These will be embedded and included in the online courses so there will be no reoccurring cost.

Webinar series: The webinar series can be continued so there is potential for reoccurring cost. To repeat the above model for the year (Sept, Oct, Nov, Jan, Feb, March, April), the cost is $14,000.

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

$6,720.00 * 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.)

We predict that we will use 56-84 less substitute teachers yearly by using online courses to review and teach the knowledge found within the data analysis and instructional planning courses across the 4 grades; make fewer trips between buildings, and spend more time on the things that matter most. Savings in substitute teachers is projected to be $4,480-$6,720 each year. The last two years we have allocated $112,040 and $291,951 respectively to the RTI initiative. If our teachers had access to the online content this year, our costs would have been $285,051, or a savings of $28,900. In addition we project soft cost savings, based upon other districts successfully implementing RTI, that we are not able to quantify at this time. o Forecast a reduction in Title I services needed o Reduced special services based upon academic improvement generated with the improvement of the teaching of reading, and writing (Lehigh University Study, Pleasant Valley School District) o We anticipate the access to online courses will increase our ability to reach local capacity by at least one year. This will save us an anticipated $18,000 in training fees each year we are at local capacity based upon our revised blended delivery model.

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 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 goal of our project is to create a solution that increases student achievement, utilizes a greater amount of resources to impact the classrooms while reducing our expenditures to stem a recurring problem of academic failure, originating from a lack of foundational literacy skills in K-3. Reducing the at-risk population is directly associated with the professional development RTI techniques that the teachers need to learn in order to effect the most challenged students, including title and SPED services (Lehigh University’s Center for Promoting Research to Practice, 2011; Odden, et al., 2002; REL, 2007). The ongoing costs of the online courses until 2025 is zero dollars. The cost per teacher after 10 years will be $99 per teacher after 2025. The Professional Learning Community will continue at no cost based on the fact that the subscription is kept alive for free for 10 years. Subscription costs are zero for IC after the implementation.

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 RTI initiative.)

* Proposal Timeline Dates
  * Narrative explanation

We will communicate grant funding to all stakeholders, including our partner. We will work with Step By Step Learning... to finalize the online courses content to support the RTI implementation. We will survey teachers to learn their thoughts regarding the tools that they would like to have available in an online learning resource. We will work collaboratively to plan milestones for the completion of the courses. IC leadership will communicate our vision of blended learning and the benefits to all stakeholders, including the students. We will ensure that all stakeholders understand that we are committed to continued support of modeling and coaching to ensure that transference of skills to the classroom. Our largest barrier will be overcoming the fear of technology that some adults may have since they were not raised as a digital native. As a team we will brainstorm all the supports and ways that we can bridge the digital divide in order to move our vision forward. During the roll out
of PLC and online collaboration, we will conduct surveys following the sessions to determine how staff members are adapting to the blended learning model. IC leaders and BSBL will schedule monthly calls to review the progress and projection towards the completion date. In addition, we will plan sneak previews along the way that can be shared with staff and community members.

Communication: We will have monthly check-ins with BSBL and others to ensure that the course development is on schedule and with check-ins at each step of the project. The team leaders will be responsible for monitoring the progress and for reporting any changes in the schedule. We will provide updates to building leaders and board members as to the progress and projected completion date on a monthly basis. We will work with building principals in January to solidify our vision for implementation of blended professional development and plan for sharing this vision with staff. It is critical that all stakeholders share the same vision regarding the importance of maintaining mentoring and coaching strategies.

We find that in order to maximize the impact of this initiative, we need to ensure that all students understand and are committed to maintaining that element of the blended model (Hall and Hord, 1987). Therefore, we will reinforce this message at subsequent administrative and board meetings when providing updates.

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

* Narrative explanation

We will begin our blended learning model with webinars scheduled in between onsite sessions. We will communicate the schedule with the teachers in January during the data analysis sessions. At this time, teachers will be introduced to and led through the process of logging into the webinar. Prior to this session, we will ensure that the district computers will operate the web-based software. Note: we will work with the asynchronous teams to ensure the asynchronous teams are informed and comfortable with the software and how they can leverage the opportunities as well as expand their support system while contributing to the learning of others. In addition, the reading coach will initiate a discussion thread generated from site-based sessions. Thus, connecting site based online learning offering has been taken to be impactful to participants’ learning. In addition, it will allow cross-grade sharing of effective ideas for managing classroom and student data. Principals will need to participate and encourage their teachers to take advantage of the online collaborative tool. It will be important for the principals and consultant to orchestrate opportunities to point our ideas or success stories shared in the online community to build “buy-in.” Finally, in the spring of 2014, we will introduce our teachers to the online RTI courses hosted on the BSBL Learning Institute. We will schedule virtual and onsite meetings to introduce teachers to the online learning tools so that they can explore them at their leisure during the summer. Simultaneously, between January, teachers online courses will be transformed into an online collaborative environment. This will allow us to leverage the benefits of online professional learning communities. Each month BSBL and IC leaders will meet to discuss progress and receive updates to progress. Once a storyboard and time line for completion is established, we will monitor the progress. Note: Teachers, building and district leaders and BSBL participate in each step of the implementation process, except for course creation. Communication: Regular communication through email and face-to-face discussions occur on a weekly and monthly basis. Teachers, leaders and BSBL consultants will continue to work and make corrections that are needed to ensure success.

Summative evaluation (MM/DD/YYYY): 02/2013

* Narrative explanation

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.

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

22. If so, how?

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

22. If so, how?

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

22. If so, how?

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

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

22. If so, how?

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

22. If so, how?
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.

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

1) Student achievement o Year 1 - Increase % of students obtaining benchmark at end of year (EOY) in K-3; 80% in K and 85% in 1st grade - All teachers providing differentiated instruction based upon data.

o Year 2 - Increase % of students obtaining benchmark at EOY in K-3; 87% in K and 85% in 1st grade; 80% 2nd grade; significant increases in 3rd and 4th grade data - All teachers make at least typical growth; All teachers providing differentiated instruction based upon data - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation o Year 4 - Increase % of students obtaining benchmark at the EOY in grades K-3, 97% in K and 91% in 1st grade; 90% 2nd grade; significant increases in 3rd and 4th grade data - All students make at least typical growth; All teachers providing differentiated instruction based upon data - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation o Year 5 - Increase % of students obtaining benchmark at the EOY in grades K-3; 97% in K and 94% in 1st grade; 92% 2nd grade; significant increases in 3rd, 4th and 5th grade data - All students make at least typical growth - All teachers providing differentiated instruction based upon data - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation 2) Utilization of greater resources to the classroom a) Implementation of PLC and collaboration resources to increase opportunities for continuous professional development o Year 1 - Provide teachers introduction to web-based tools - Schedule and communicate virtual collaborative sessions - Teachers will monitor postings and contribute at least once monthly to Year 2 - Communicate scheduled synchronous sessions - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation; and professional learning - Teachers experiment with facilitation of sessions o Year 3-5 - Communicate scheduled synchronous sessions - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation; and professional learning - Teachers not only actively participate in pre-scheduled webinars but are actively scheduling problem-solving or collaboration as needed b) Completion of online courses to support RTI using a blended learning model o Year 1 - Completion of course - Introduction and overview of online virtual learning resources o Year 2 - Utilize the online learning resources to "Train the Trainer" for teacher leaders in K-2; begin process for 3rd grade ** K-1 teacher leaders lead collaborative sessions at local capacity all year ** 2nd grade teacher leaders lead collaborative sessions at local capacity in the spring - All K-3 teachers use the online learning resources as a means to prepare for the application/collaborative sessions o Year 3 - Continue utilizing the online learning resources to "Train the Trainer" for teacher leaders in K-2; 3; 80% in K and 85% in 1st grade; 90% 2nd grade; significant increases in 3rd and 4th grade data - All teachers providing differentiated instruction based upon data - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation; and professional learning - Teachers experiment with facilitation of sessions o Year 3-5 - Communicate scheduled synchronous sessions - Teachers identifying the best modality for communication and problem-solving with the team based upon the situation; and professional learning - Teachers not only actively participate in pre-scheduled webinars but are actively scheduling problem-solving or collaboration as needed c) Collecting at least 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 insure that each teacher will have at least one observation and that data will also be used to drive any additional professional development. Utilization of greater resources into the classroom will be evaluated by the completion and introduction of the online learning resources by June 2014. In addition, the participation in the virtual professional learning community will be monitored on a monthly basis.

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 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 Dr. T.C. Chappelle Assistant Superintendent Indian Creek Local School District 047803