

Budget

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

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	505,345.00	0.00	0.00	0.00	505,345.00
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		0.00	0.00	505,345.00	0.00	0.00	0.00	505,345.00
Adjusted Allocation								0.00
Remaining								-505,345.00

Application

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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.

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. Chappellear

Organizational name of lead applicant: Indian Creek Local School District

Unique Identifier (IRN/Fed Tax ID): 047803

Address of lead applicant: 587 Bantam Ridge Rd

Phone Number of lead applicant: 7402662911

Email Address of lead applicant: tc.chappellear@omeres.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 (IRN/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 610.398.1231 PO Box 230 Whitehall, PA 18052-0230 Pam Reagle

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.

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.

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.

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 and analysis process. In the future, this flipped classroom model will allow us to focus the onsite 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 schedule during the grade level meetings, before or after the school day, there by making it assessable and cost effective. According to Odden, et al. (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:

job-embedded, ongoing, groups teachers in meaningful ways, deepens teachers' content knowledge, supports teachers in practicing new learning, and is part of a larger initiative to improve student learning (Odden, Archibald, Fermanich, Gallagher, 2002). Initiating a blended learning model will provide teachers the opportunity to participate in meaningful professional learning communities with teachers throughout Ohio. As part of a learning community, teachers will be able to extend their understandings and problem solve in a safe collaborative learning environment. Thus, creating an environment for success. 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 a webinar. Prior to this session, we will ensure that the district computers will operate the web-based software. Next, we will introduce teachers to the asynchronous professional learning community. Together teachers and leaders will brainstorm the variety of uses and how they can leverage the use to 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 and online learning which has been shown to be impactful to participant's learning. Finally, in the spring of 2014, we will introduce our teachers to the online RTI courses hosted on the SBSL Learning Institute. The first course, Data Analysis, will guide participants through the analysis of screeners, selection of diagnostic tools, and the identification of which students should be administered a diagnostic and why. The second course, Planning for Interventions and Instruction, will support teachers in analysis of diagnostic data, provide guidance on identifying starting points for instruction based upon data, and will provide a process for grouping students for instruction and interventions. The final course, Responding to Student Progress, supports teachers in interpreting progress monitoring data, formative assessments and annotations to determine if students are making adequate progress. Teachers are encouraged to make decisions based upon the data to ensure children are making substantial progress. We anticipate that we will have secondary benefits. We predict that the funds will allow us to increase efficiency and decrease the per teacher cost of professional development in grades K-3, and we will have a more efficient means of training new teachers. We foresee that the increase in continuous supports will encourage greater mastery of the content a faster rate than a site based model. This will allow us to expand the RTI initiative to more grade levels sooner, allowing us to impact student achievement in those grades. Indirect costs that will be reduced to improve efficiency include: time out classroom, travel expenditures, and training costs. When teachers have the flexibility to access online content, they are able to fast forward to content that is particular for their grade level and their individual needs and decreases the time out of the classroom which decreases sub costs. Travel expenditures between buildings or to the district office are decreased with online delivery. Finally, we will reduce the amount of expenditure for professional development by employing online training.

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

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

a. Enter a project budget

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

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

"N/A"

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

505,345.00 * 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, RtT 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 total cost of the project is \$505,345. We have partnered with Step by Step Learning? to design online courses that provide our teachers an interactive web based learning resource. It will include content, video, models of the process and sample work, materials and resources, plus formative assessments so that teachers can monitor their learning of the content. Teachers will have access to a professional learning community where they can network and learn from teachers across the nation. 1) Development of online course: Data Analysis. The course will guide our teachers through the analysis of screeners, selection of diagnostic tools, and the identification of which students should be administered a diagnostic and why. The production of this online course is \$164,115. 2) Development of online course: Planning for Interventions and Instruction, will support teachers in analysis of diagnostic data, provide guidance on identifying starting points for instruction based upon data, and will provide a process for grouping students for instruction and interventions. The production of this online course is \$164,115. 3) Development of online course: Responding to Student Progress, supports teachers in interpreting progress monitoring data, formative assessments and annotations to determine if students are making adequate progress. Teachers are encouraged to make decisions based upon the data to ensure children are making substantial progress. The production of this online course is \$164,115. Webinar series: In order to immediately begin implementing a blended learning model, SBSL will host a - 2 hour webinar for each grade level team each month (February, March and April). \$12,000 Professional Learning Community: In preparing our teachers to fully capitalize on the power of the online courses, we want to engage staff in a professional learning community. In addition to discussion threads initiated by Indian Creek participants, SBSL will initiate a discussion thread, review and respond to the discussion threads at least once per week, for 20 weeks beginning in January and ending in June 2014. \$10,000

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 recurring cost. Webinar series: The webinar series can be continued so there is potential for recurring 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 \$112,640 and \$291,951 respectively to the RTI initiative. If our teachers had access to the online content this year, our costs would have been \$265,051, or a savings of \$26,900. 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, writing and spelling (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 that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The 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 for new faculty 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. Continuation of the webinar series is \$14,000 a year. Based upon the fact that this year's services would have been reduced by \$26,900 if we were currently using a blended model, we anticipate using next year's realized savings to offset the costs associated with sustaining the webinar series.

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): 12/2013 - 1/2014

* 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 SBSL 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 checkpoints with SBSL partner to ensure that the course development is on schedule for timely completion. ? 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 sessions. Since, coaching has been found to be an integral part of the change process and critical to improving student achievement it is important that all stakeholders 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 a webinar. Prior to this session, we will ensure that the district computers will operate the web-based software. Next, we will introduce teachers to the asynchronous professional learning community. Together teachers and leaders will brainstorm the variety of uses and how they can leverage the use to 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 and online learning which has been shown to be impactful to participant's 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 SBSL 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 and June the 3 online courses will be in development. The content from the onsite training will be transformed into an interactive online resource that includes multiple video and professional learning communities. Each month SBSL 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 SBSL 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 SBSL consultants will continually review data and make corrections that are needed to ensure success.

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

* Narrative explanation

Evaluation and monitoring of the project will begin immediately following the first online collaboration meeting; all participants will complete a survey so that we can make immediate corrections and adjustments. This will occur following every virtual session. Each month SBSL will monitor overall participation within the PLC. Perceptual surveys will be administered twice during the 5 months in order to make adjustments and corrections to improve the functionality and usefulness of the PLC. During building and grade level meetings, administrators will check the pulse of teachers to learn what is being perceived as beneficial. Data will be reviewed to determine if corrections or actions are needed to ensure the success of the implementation of the blended environment. Building administrators will collect and review walk-through data with administrators on a monthly basis. This will be used to monitor the effectiveness of the professional development. Data will be reviewed to determine if corrections or actions are needed to ensure the success of the implementation of the blended environment. In January and June, the leadership team (district, building, title I teachers) meet with SBSL consultant to review student data, review implementation goals, monitor progress towards the goals and identify areas that may need adjusted and construct a course of action. Following the leadership meeting, building leaders meet with staff to discuss student achievement and problem solve possible points of correction. A perceptual survey will be administered at the end of May, in order to make adjustments for the following year.

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

We will implement a blended learning model. We expect that this will yield increased student achievement, continue to improve the quality of classroom instruction, and incur savings. ? We will continue to grow in our use of data to inform instructional practices and to individualize instruction and interventions for students. This will continue to increase student achievement. Monitoring student progress and making instructional changes will no longer be an event but rather an every day occurrence. ? Encourage a culture of learning through professional learning communities and increased opportunities for collaboration. We anticipate that the transition to a blended learning model will promote and allow more time for coaching, collaboration, student focused problem-solving opportunities, and effective instructional practices. When we can focus our professional development in these ways it increases the likelihood that it will significantly impact student achievement (Consortium for Policy Research in Education, 2001; Garett et al., 1999; Fullan, 2001; Joyce and Showers, 1988). ? Movement to local capacity through the development of teacher leaders generally takes 5 years from the initial launch of the project based upon the other successful districts. We anticipate the access to online courses will reduce 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 and upwards of \$40,000 each year based upon today's site-based delivery model. ? Time savings will occur in two ways. First, it will decrease the amount of time between data collection and analysis of data to inform instruction. This will allow us to begin individualized instruction sooner, which should result in greater gains in student achievement. Secondly, we anticipate a reduction in the amount of time necessary for professional development focused on the content. Teachers will be responsible for reviewing the content in advance of onsite training; this is a significant change from our current professional development process. Thus, allowing our face-to-face professional development to focus on application of learning and collaboration focused on advancing individual students' literacy skills. Furthermore, a reduction in time will yield a reduction in spending since it requires fewer substitutes necessary for the completion of the process. We predict that we will use 56-84 less substitute teachers yearly to provide coverage for classroom teachers 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.

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.

Proven results -- The professional development model and RTI processes that are part of our K-3 initiative have been proven to work and verified by Lehigh University. The research indicates that there was significant impact on student achievement in each of the districts studied. In addition, the impact on student achievement has been replicated in our district and Edison Local, a neighboring school district. The repeated results including our own, is the rationale for finding a means to reduce the cost of delivery in order to continue to impact student outcomes in K-3, ensure a means to address staff turn over and protect the integrity of the knowledge base and be able to have cost effective means of delivering this content and process knowledge to more teachers at different grade levels. * Lehigh University findings: o Union City SD, PA. In two years, Kindergarten saw a 47% increase in the % of students obtaining benchmark, up to 93%; and in five years they were up 52% over their baseline data. o Pleasant Valley SD, PA. In the first year, kindergarten increased the % of students achieving benchmark by 38%. In three years, first grade was up 25% to 94% benchmarked. o Hazleton Area SD, PA. Kindergarten saw a 44% increase in students obtaining benchmark over previous years. According to the study, "students receiving intervention scored significantly higher in predictable literacy skills and had lower risk levels." In the cost of deliverable professional development we are looking at a 25% reduction in costs per 100 teachers using a blended model of delivery versus a site-based model for any school in Ohio. Our cost savings on the RTI deliverables will be substantially more in that we will have access to the online courses free of charge for 10 years. This will produce significant savings over the course of the next 10 years with training new grade levels and teachers new to the current grade levels, let alone the reoccurring training costs of current staff members as they solidify their knowledge.

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

Yes

No

22. If so, how?

** Lehigh University findings: o Union City SD, PA. In two years, Kindergarten saw a 47% increase in the % of students obtaining benchmark, up to 93%; and in five years they were up 52% over their baseline data. o Pleasant Valley SD, PA. In the first year, kindergarten increased the % of students achieving benchmark by 38%. In three years, first grade was up 25% to 94% benchmarked. o Hazleton Area SD, PA. Kindergarten saw a 44% increase in students obtaining benchmark over previous years. According to the study, "students receiving intervention scored significantly higher in predictable literacy skills and had lower risk levels." ** Our district's year 1: o 19% growth in kindergarten from beginning to end of the year; or 112% increase over the prior end of year results o 126% growth in first grade from beginning to end of year; or 20% increase over the prior end of year results ** Edison Local's result (A neighboring district) o 59% increase in % of students benchmarking in kindergarten o 19% increase in % of students benchmarking in first grade o 54% increase in % of students benchmarking in second grade In addition, the online courses will not need to be developed by other districts. The online course will be available to other schools in Ohio for \$99 per teacher in order to significantly reduce the costs for everyone in Ohio. While not required, a blended learning model that utilizes a strong modeling and coaching format is encouraged in order to promote change in student outcomes (Joyce and Showers, 1980) along with supporting consultation to obtain the replicated results. Harris (2003) and Fullan (1991) both discuss the importance of providing a combination of pressures and supports when leading change. Knowing when and how to provide the pressure and what supports and when is critical to support our building leaders in providing the right amount of supports and pressures to significantly increase student achievement.

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

With the addition of a blended learning model in supporting the RTI initiative, we will realize lasting value in the following ways: increasing student achievement and providing a greater share of the resources to the classroom. We have already realized significant gains in student achievement in our first year of implementing the RTI innovation; 126% increase in the number of students achieving benchmark at the end of the year compared to the previous year. It is expected based upon other district results that we will continue to realize gains in student achievement across the K-3 spectrum, until we reach 95-97% of all students reading at grade level. As a result of this continual increase in student achievement, other districts have realized significant decreases in the number of students referred for special education and reduced costs as a result. We will continue to improve the delivery of instruction into the classrooms through professional development. We are committed to providing a blended model that leverages the best of both environments. We will use the online courses for building content knowledge and understanding of the skills and we will continue to support embedded coaching opportunities and guidance in the application of the skills. It is our contention that teachers will continue to improve their abilities to use data to provide individualized instruction, have more frequent student focused conversations regarding closing the gap and academic achievement, and individuals will emerge as teacher leaders. Increasing the ability to provide our teachers continuous access to supports systems is critical because asking teachers to provide differentiated instruction involves for many a change in behavior and possibly belief systems in how to deliver instruction (Gersten & Dimino, 2001; Gibson & Hasbrouck, 2009; Marzano, Pickering, & Pollock, 2001; Tomlinson, 2000). In addition to impacting achievement and delivery, we expect that this will yield time savings, reduce travel, and decrease the time necessary to move to local capacity and allowing us to reduce expenditures. This will allow us to be more efficient and effective by increasing our ability to obtain local capacity, allow us to trim sub costs, and other expenditures related to site-based training. We will use these savings for either more site-based coaching with our current K-3 group, expand to another grade level to impact more teachers and students, or allocate dollars to other district needs beyond literacy. In summary, the significant and long lasting impacts that we envision are increased student achievement, providing more highly

trained and qualified teachers in the classrooms, and the ability to reallocate resources or expand the innovation to additional grade levels more efficiently and quickly. Thus, having an even greater influence on student 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.

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 grade - All teachers providing differentiated instruction based upon data - All teachers using either virtual or site-based opportunities for student focused problem-solving o Year 3 - Increase % of students obtaining benchmark at EOY in grades K-3; 92% in K and 87% in 1st grade; 85% 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 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 grade, 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 o 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 and 1; add 2nd grade the second half of the year - 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; 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 - Introduce 4th grade teachers use online learning tools to support blended learning model to regarding the implementation of the RTI process

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.

1) Student achievement ** Increase in % of students obtaining benchmark at the end of year in grades K-3; 80% in Kindergarten and 85% in first grade ** All teachers providing differentiated instruction based upon data 2) Utilization of greater resources to the classroom a) Implementation of synchronous and asynchronous PLC and collaboration resources to increase opportunities for continuous professional development ** Provide teachers introduction to web-based tools ** Schedule and communicate virtual collaborative sessions ** Teachers will monitor postings and contribute at least once monthly b) Completion of online courses to support RTI using a blended learning model ** Completion of course ** Introduction and overview of online virtual learning resources In order to evaluate student achievement, we will administer the end of year DIBELS? Next benchmark and conduct walkthroughs. The data will be collected in May 2014 and reviewed for gains in percentage of students obtaining benchmarked, increases in sub skills, and growth by individual classroom. In order to establish non-negotiable goals for student achievement and instruction and to ensure that research based instructional practices are occurring in every classroom, a plan for regular classroom walk-throughs, including an analysis of the data collected, will be implemented. According to research, leadership can help support effective instruction and intervention by ensuring that teachers have ongoing professional development, adequate materials to support the high quality instruction, and by monitoring classroom instruction regularly (Torgesen, J., Houston, D., Rissman, L., Kosanovich, M., 2007). A schedule will be created that will include 5-10 walk-throughs weekly by principals. After 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. The data will be reviewed and supports will be provided as necessary. In addition, perceptual data will be collected through a survey. The Bernhardt model explains that, over time, perceptions can tell us about environmental improvements and the impact on student learning.

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