### Budget

**Indian Creek Local (047803) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (505)**

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -4,995,402.00
Applications 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:** Jefferson/Harrison Online Learning Initiative

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.

   - This initiative addresses student achievement through increased teacher capacity and greater access to instructional materials, a greater share of resources in the classroom through the one to one device initiative, and a spending reduction in the 5 year forecast via the reduction of teaching staff as a result of the provision of online courses.

3. **Total Students Impacted:**

   - Total Students Impacted: 5367

4. **Lead Applicant Contact:** Provide the following information:
   - First Name: T. C. Chappell
   - Address: 587 Bantam Ridge Rd
   - Phone Number: 740-266-2911

5. **Secondary Applicant Contact:** Provide the following information, if applicable:
   - First Name: N/A
   - Address: N/A
   - Phone Number: N/A

6. **All Participating Entities by Name:** Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organization Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of All Secondary Applicants in the box below.

   - Buckeye Local School District 041781 Supt. Mary Miller 6889 St Rt. 150 Hillsboro OH 45133 mmiller@buckeyschools.net; 740-625-1100 Supt. Mike McVey 2020 Leadership's role will be to assess, plan, and coordinate all professional development activities.
   - Jefferson County 044826 Supt Dana Snider 730 Poplar Ave., Cadiz, OH 43907 dsnider@jeffco.k12.oh.us 740-942-7800
   - Steubenville City Schools 044826 Supt Mike McVey 1500 West Adams Street, Steubenville OH 43952 mmcevy@acs.org 740-285-3767 1307 Dennis Way, Toronto OH 43964 fred.burns@omegarets.net; 740-537-2456

7. **Partnership and consortia agreements and letters of support:**
   - 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.

8. **Brief Description of Team:** Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

   - The team responsible for the implementation of the project is diverse. It includes the district leadership team and district technology coordinator. Other key partners include The Jefferson County Educational Service Center. The Jefferson County ESC has been a leader in distance education throughout eastern Ohio, the OMERA network, and nationally. The staff includes a technology director, Dr. Charles Kokiko, with firsthand experience successfully implementing a one-to-one device initiative in a high poverty school setting. Dr. Kokiko will play the lead role in planning and implementing the one-to-one device initiative in the district. The Franciscan University of Steubenville is a local, accredited university that emphasizes service to area K-12 institutions. They are the key partner to the grant. FUS provides several annual seminars for local school administrators; and regularly provides onsite professional development and training to K-12 staffs in a variety of areas. Franciscan University recognizes the legitimacy and potential of online education. In 2009 it launched a Masters of Education Degree with Emphasis in Online Instruction. This program has experienced an enrollment of 191 students since its inception. A total of 80 students have graduated to date; with another 36 scheduled to graduate in December 2013. It is also presently serving a cohort of nearly 50 teachers with an online Reading Endorsement program. Furthermore, the latest initiative for the department at Franciscan is to launch a study into the best practices of teacher education initiatives that prepare teachers for instruction in the online environment. These aspects of the programming at Franciscan University of Steubenville demonstrate the commitment and expertise of the education department faculty in the area of online instruction. Finally, Franciscan University exhibits their commitment to online education and remains true to their mission (supporting and serving the local community) through an act of generosity. The university has agreed to an in-kind grant contingent upon the district being awarded the Straight A Fund grant. The grant allows for a tuition reduction for all teachers enrolled in the graduate program as students through the Straight A Fund. Franciscan has committed to grant a tuition reduction of 20% from its standard cost. Tuition in the online program is normally set at $400 per credit hour; the university, as a key partner, has agreed to a rate of $320 per credit hour; thus waiving 20% of the typical cost. The total value of this higher education grant is $204,480. This in-kind grant working in tandem with the Straight A Fund grant shows the power and potential of partnerships when organizations work together to benefit the children of Ohio. The final key partner is 2020 Leadership Consulting. This group consists of former school administrators who provide professional development to local schools; and also work to initiate and facilitate school and district improvement initiatives. The group also works with district leaders to identify processes and strategies aimed at efficient operations of school fiscal matters. Consultants for this group are veteran building and central office administrator from Ohio schools that also have training and expertise with online course development. 2020 Leadership will work as the lead facilitator for this initiative. This group's knowledge, along with their experiences in online course development, make them a critical resource for project success. 2020 Leadership’s role will be to assess, plan, and coordinate all professional development activities. It will also be responsible for collection of formative and summative data to direct and re-direct efforts; and to assess program impact and success.

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?**
   - 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?**
   - 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.**

Focus of the program is on technology and teacher quality. The district will implement 1 to 1 device initiative for students grades 6-12; increase access to online content/ courses; and develop tech savvy...
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 academic goal of this plan, to improve student achievement, will be supported by the program in a variety of ways. First and foremost, the plan will increase teacher quality and effectiveness. A strong correlation exists between teacher quality and student achievement. Access to high quality, standards-based, math and foreign language instruction in middle schools will result in the improvement of student achievement.

The second avenue to positively impact the fiscal forecast will be the reduction of teachers that will result from the partnership with the Jefferson County ESC. As part of the agreement, the Jefferson County ESC will be marketing the VLA program to these targeted students; and as an incentive, students enrolling in the VLA will be loaned a new iPad. This incentive, along with the high quality and standards-based instruction that the Jefferson County ESC Virtual Learning Academy provides, will result in other both technical and nontechnical skills. They will have various ways to demonstrate mastery. They will have various ways to demonstrate mastery. Increase in personalization will help close secondary circles as experts in online education. They will have various ways to demonstrate mastery.

The activities target skills pertaining to online course development and online course instruction. The activities build teacher capacity; which by nature is self-sustaining. An investment in knowledge capacity is long lasting in the only occasional re-looki PD offerings. This minimal cost will be part of the district’s annual professional development budget and planning. New staff members will be trained by existing staff members who will provide training as course reviewers. This highly skilled cadre of staff members will conduct online course development and pedagogy as part of the district’s orientation program for new teachers.

First, the district anticipates the expected savings in the 2015 school year to prepare for this replenishment of devices. The second goal of the grant, utilization of a greater share of resources in the classroom, will also be met in a variety of ways. Students will have increased opportunities to access instructional materials, resources, etc. from a remote location during after school hours. Additionally, they will have greater access to upper level classes in hard to staff areas such as science, math, and foreign language. Finally, with the one to one initiative, the students will have the technology tools to access the newly developed online resources.

The final goal of the grant is to reduce spending in the five year financial forecast. This will be accomplished by a variety of means. First, the district anticipates recouping money lost as a result of students attending charter school academies or homeschooling. This will be accomplished via the partnership with the Jefferson County ESC’s VLA program. As a part of the agreement, the ESC will offer students in charter or homeschool environments access to the high quality, standards-based Jeffereson County Virtual Learning Academy at a cost significantly lower than the current cost of approximately $6000 per pupil that the district annually sends to the charter schools that district students attend. This savings will amount to approximately $4,000 per pupil. The Jefferson County ESC VLA program will be marketed to these targeted students; and as an incentive, students enrolling in the VLA will be loaned a new iPad. This incentive, along with the high quality and standards-based instruction that the Jefferson County ESC Virtual Learning Academy provides, will result in other both technical and nontechnical skills. They will have various ways to demonstrate mastery.

In terms of 10% reduction in the number of non-proficient students on all parts of Ohio’s standardized tests. Finally, an increase of AP and upper level courses will be made available to high school students. This will enhance the college and career readiness of students preparing for life after graduation. The second goal of the grant, utilization of a greater share of resources in the classroom, will also be met in a variety of ways. Students will have increased opportunities to access instructional materials, resources, etc. from a remote location during after school hours. Additionally, they will have greater access to upper level classes in hard to staff areas such as science, math, and foreign language. Finally, with the one to one initiative, the students will have the technology tools to access the newly developed online resources.

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The project seeks to personalize/customize learning environments during regular school hours; and by also extending learning opportunities beyond traditional school hours. Research supports personalized learning as an important tool to enhance academic achievement. Personalization can be achieved in both face to face and blended/online formats.
personalize learning is leveled at the inability of impoverished communities to provide equitable access to technologies for teachers and students alike. This program seeks to ameliorate these conditions by providing laptops for students in one to one device initiative at the high school level; the technical support needed to successfully implement such a bold initiative, and tech savvy teachers trained in educational technology with a sharp focus on personalization. Psychologist Howard Gardner’s research notes that there are 7 types of intelligences. This reality suggests the one-size-fits-all approach to education is outdated; and that a more personalized and differentiated approach be adopted. Personalization by its nature calls for a more adaptive learning milieu. Wired and electronic classrooms build on the insights of Gardner by allowing students to learn at their own pace. This is beneficial for students with special needs as well as talented and gifted students (and all students in between). Technology integration (both the face to face and asynchronous/web-based) leads to a shift in the pedagogical approach. Rather than a reliance on the time-based. Carnegie seat time model, learning will become more mastery driven. This flexible model of teaching is more responsive to the needs of all students, and will promote differentiated instruction and personalization. The teacher will be placed more frequently in the role of facilitator/coach. Students will drive their own learning and assume more accountability. Students will work independently and in groups towards identified learning objectives. They will have various ways to demonstrate mastery. A more student centered, project/problem based collaborative approach will permeate classrooms. Most importantly, the increase in personalization will serve to help close achievement gaps existing for students in all subgroups. Finally, this technology driven personalized approach will ultimately make students more college and career ready. Access to individualized and sophisticated academic content is a critical piece of this plan. The addition of upper level course offerings through an online learning management system, as well as the provision of technology rich content in the existing classrooms, will serve to enhance students’ learning experiences. The increase in course offerings, the enhancement of teacher capacity with technology, and the increased availability of technology will all provide for a more dynamic and high-tech learning environment that will increase the college and career readiness of all students. The increased technology will also help teachers to individualize instruction for high-need students. Those students will have greater access to more instructional material during the after school hours.

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

29. 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 long term.

Such research exists that supports the notion of the teacher's impact on a child’s learning. The teacher is the single most important factor influencing student achievement - - - it is even more powerful than low socioeconomic status; and in facts overcomes it. The heart of this plan will improve student performance by improving teacher effectiveness. The district recognizes that there is often a disconnect between the impact of the teacher as a professional, because of the amount of professional development and the amount of support and resources provided to teachers. This change in culture and mindset on the part of the district is the primary focus of this plan. Teacher professional development efforts surrounding technology initiatives must be of high quality, and they must be sustained over time. For these reasons, the district seeks to implement a professional development initiative that is of high quality, reaches a large majority of staff members, is readily accessible, and is convenient. Such a staff development program will improve teacher effectiveness, and teacher quality is at the heart of all instructional improvement efforts. What's more, an investment in teacher quality is by nature sustainable. It requires minimal fiscal maintenance beyond the initial investment. Robert Marzano and the McREL institute identify 9 high yield instructional strategies in their publication "Classroom Instruction That Works" (2001). The research suggests that teachers do indeed make a difference in a child’s learning; particularly when utilizing the identified 9 research backed high yield instructional strategies. In their book "Using Technology With Classroom Instruction that Works" (2012), Piller, Hubbell, and Kuhn cite research from Schacter and Fagano (1999) that indicates technology not only increases student learning, understanding, and achievement but also motivates students to learn, encourages collaborative learning, and helps develop critical thinking and problem solving skills. The infusion of technology as well as the high quality, individualized professional development plan will enable district teachers to pair the use of technology with effective instructional strategies to enhance student achievement. Additionally, the development of online courses and a blended learning format increases scheduling flexibility for administrators. This flexibility will allow schools to maintain or increase course offerings while maintaining or reducing staff.

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

[ ] YES [ ] NO

22. Is so, how?

If so, the project requires little/minimal fiscal maintenance beyond the initial investment. Districts wishing to implement such an initiative need to secure funding for the technology and PE. After this, the implementation and maintenance of such a plan will be able to be maintained on a checkbook and presented to districts in other states. It will become the key part of districts annual technology expenditures. The investment in teacher quality is sustainable. The project requires the following PC-TDD sessions on an annual basis will be enough to sustain and build on the momentum.

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

The project believes this plan will create a win-win scenario for all stakeholders. Students will receive a 21st century, high quality education from tech savvy teachers. They will be afforded personalized and extended learning opportunities. These realities will result in high school graduates being more college and career ready as they enter adulthood. This will be measured through the indicators of the Ohio Report Card "Prepared For Success" component. Also, students of the district will demonstrate adequate growth as measured by value added data. The district seeks to benefit by recouping lost dollars due to students enrolling in online charter schools; and by reducing long term costs through a reduced teaching staff that will result due to online course offering and increased administrative scheduling flexibility. The district believes the strength of the overall plan lies in its sustainability. An investment in teacher capacity/quality inherently requires very minimal ongoing fiscal support. Better teachers correlate with increased student achievement. The district asks for $4,764,787 to provide a sustainable, world class 21st century education for 5367 students annually for the foreseeable future. This investment will make a significant impact on the entire area. Jefferson County and Harrison County have a combined population of 85,571 (2010 census) and poverty percentage rates of 17.7 and 18.4. According to the Children’s Defense Fund, between 25 and 30% of children in these counties live in poverty. (source: Columbus Dispatch, August 6, 2011). Finally, the partnership with Franciscan University of Steubenville which will result in a 20% tuition reduction for graduate education is beneficial to the state; as it results in the district asking for less grant money due to the university sharing the burden of the high cost of graduate education tuition. This infusion of 21st century, high quality, technology based instruction will improve the college and career readiness of these students and assist them in breaking the cycle of poverty that exists in this Appalachian area of eastern Ohio.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The academic achievement targets are an annual 10% reduction in the number of non-proficient students on all of Ohio’s standardized tests. Additionally, the achievement target includes a minimum of "B" on the annual report in the area of "Progress" for Gifted, Students W/ Disabilities, and Lowest 20% in Achievement. An increase in the number of students graduating in post secondary institutions is also targeted. This is accompanied by a favorable percentage of students taking the ACT or other college entrance exam (3% annual increase for 3 years), percentage of students taking dual credit courses, and the percentage of students taking AP courses as measured by the "Prepared For Success" component of the Ohio Report Card. If insufficient progress occurs, the rigor of online courses and instructional materials will be increased, as well as increased availability of PD opportunities. Status updates on the project, as well as a summative report of the findings, will be presented to the Jefferson County and Columbiana County ESC's for distribution to district superintendents at monthly meetings. Dependent upon success of the project, the district will submit a proposal to present at various educational conferences (Ohio Improvement, Title I, Ohio Solution to Technology Conf). 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 project 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 T. C. Chappell Assistant Superintendent, Indian Creek Local School District October 21, 2013