Budget

Leetonia Exempted Village (045443) - Columbiana County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (366)

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	40,000.00	326,525.00	0.00	0.00	366,525.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	42,043.00	0.00	0.00	0.00	42,043.00
Prof Development	0.00	0.00	190,890.00	0.00	0.00	0.00	190,890.00
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	272,933.00	326,525.00	0.00	0.00	599,458.00
						Adjusted Allocation	0.00
						Remaining	-599,458.00

Application

Leetonia Exempted Village (045443) - Columbiana County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (366)

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:Leetonia 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.

The Leetonia Online Learning Initiative seeks funding to increase teacher capacity (particularly in the area of online instruction), give access to upper level/AP courses for high school students, provide an online presence for all classrooms grades 6-12, improve the college and career ready capacity of graduates, and give students increased access to technology via a one to one device initiative. 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 efficient use of the certified staff as a result of the provision of online courses.

432 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Robert Mehno

Organizational name of lead applicant: Leetonia Exempted Village School District

Unique Identifier (IRN/Fed Tax ID): 045443

Address of lead applicant: 450 Walnut Street, Leetonia, Ohio 44431

Phone Number of lead applicant: 330 427 6594 ext. 1010

Email Address of lead applicant: rmehno@leetonia.k12.oh.us

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.

N/A

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.

The team responsible for the implementation of the project is diverse. It includes the district leadership team and district technology coordinator. Other key partners/members include The Jefferson County Educational Service Center. The Jefferson County ESC has been a leader in distance education throughout eastern Ohio, the OMERESA consortium schools, 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. It 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 education department at Franciscan is to launch a study into the best practices of teacher education programs 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 represents a commitment of $43,200. 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? - (Check all that apply)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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 teachers. The one size fits all approach to education is outdated; a more personalized approach must be adopted. Wired and electronic classrooms allow students to learn at their own pace. This benefits students with special needs and talented/gifted students. Time becomes more flexible; allowing student access to instructional materials around the clock. It allows for student collaboration beyond normal classroom hours; and is delivered in a web based format appealing to students. Tech integration leads to a shift in pedagogy. Rather than reliance on a time based model, learning will become more

mastery driven. This flexible model is more responsive to needs of students and promotes personalization. The teacher role is more of a facilitator. 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. Increase in personalization will help close achievement gaps in subgroups and enhance college/career readiness. Access to individualized and sophisticated academic content is a critical piece of this plan. The grant will support the purchase of an LMS by the ESC to provide an online presence for all classes. Addition of upper level courses and the provision of technology rich content in existing classrooms will enhance learning. Plan includes a one to one device initiative. Teachers will participate in high quality PD focusing on the use of tech. in face to face classroom as well as online, asynchronous setting. Increase in course offerings, enhancement of teacher capacity with tech., and increased availability of tech. will all provide for a more dynamic and high tech learning environment to increase the college and career readiness. Increased tech. helps teachers individualize instruction for high need students. Those students will receive more targeted instruction through variety of tech resources and will have greater access to instructional materials. Second focus targets teaching capacity. This plan will improve student achievement by improving teacher effectiveness. PD efforts linked to technology initiatives must be high quality and sustained. The districts seek to implement high quality, accessible PD for staff . Such PD will increase teacher effectiveness which is key to improving achievement. An investment in teacher quality is sustainable; requiring minimal fiscal maintenance beyond initial investment. Infusion of technology and high quality, individualized PD enables teachers to pair use of technology with effective instructional strategies to enhance student achievement. Core teachers w/o masters degrees will obtain a M.S. in Ed. w/ Concentration in Online Instruction from Franciscan University of Steubenville. FUS has agreed to an in-kind grant contingent upon the district being awarded the Straight A Fund grant. Grant allows for tuition reduction for teachers enrolled in grad. program through the Straight A Fund. FUS has committed to tuition reduction of 20% from standard cost. Tuition rate $400/credit hour; university as key partner agrees to $320/credit hour; waiving 20% of cost. Those with master's degrees will participate in high quality PD from Quality Matters (QM). PD modules by QM will help educators develop the necessary skills for developing an online presence for their classrooms, and for building online courses. QM is recognized in K-12 and post-secondary circles as experts in online education. Special ed. teachers included in all PD. Online content must meet high standards and emphasize personalized learning/differentiated instruction. Online courses/lessons subject to review/feedback based on OTES framework.

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. This program will provide high quality professional development to100 percent of teachers of core area classes in grades 6-12. Second, the plan will result in course content being supplied in an online environment. This will allow for greater student access to instructional materials and allow for more opportunities for student engagement. The increase in technology will also allow teachers to meet today's students, 21st century tech savvy millennials, on a platform they are comfortable with and are accustomed to. The academic achievement targets are an annual 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 adequately 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 partnering agency, the ESC will offer students in charter or homeschool environments access to the high quality, standards based Jefferson County Virtual Learning Academy at a cost significantly lower than the current loss 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 aligned ESC Virtual Learning Academy, will entice students to leave their existing charter school or homeschool setting. So in this manner, the five year fiscal forecast will benefit by adding additional revenue rather than cutting costs. 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 district will provide sponsorship (through grant dollars) for the development of several upper level (AP) math, science, language arts, and history classes in an online setting. The addition of these course offerings will allow for an efficient use of certified staff as well as more flexible scheduling for existing middle school and high school teachers.

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?

599,458.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The total cost for implementing this project is $599,458. It is significant to note that 32% of this total funds teacher capacity building activities in the form of tuition and professional development. Also, 53% of the total goes directly to students in the form of one to one tech devices.14. The total cost for implementing this project is $599,458. It is significant to note that 32% ($ 190,890) of the grant dollars funds teacher capacity building activities in the form of tuition and professional development. These are one-time costs; thus they are sustainable by nature. Also, 53% ($320,000) of the total goes directly to students in the form of one to one tech devices. Local dollars allocated for technology will serve to replace devices upon expiration as needed. Other source funds include in-kind grant from Franciscan University for $43,200 for PD programming (graduate education). Seven percent of grant ($42,043) is for governance and administration which includes a grant coordinator to conduct needs assessments, organize/coordinate PD activities and technology purchases; conduct assessment of grant outcomes; and plan/coordinate/implement a community relations/marketing campaign targeting district students enrolled in other charter/online schools.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

There are no additional personnel costs associated with the project. The overwhelming majority of grant dollars go to two items which have very limited maintenance for sustainability. First, 32% of the grant dollars goes towards professional development in the form of university coursework and other related activities. The activities target skills pertaining to online course development and online course instruction. These activities build teacher capacity; which by nature is self-sustaining. An investment in knowledge capacity is long lasting and may only require occasional re-tooling 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 receive training as course reviewers. This highly skilled cadre of staff members will conduct online course development and pedagogy as part of the districts orientation program for new teachers. The other significant portion of grant dollars is used for procurement of devices for a one to one device initiative. This amounts to 53% of the grant total. This 53% of grant dollars is going directly to the students. Replacement of these devices will phased in as needed over time. The district will replenish the devices annually as needed. This will be done using dollars from the districts existing technology budget. Additionally, devices will be purchased new and thus will be viable several years; the district will set aside dollars annually beginning the 2014-2015 school year to prepare for this replenishment of devices.

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

150,000.00 * 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.)

The grant will result in an annual anticipated savings of $80,200 as a result of using existing staff more efficiently and reducing the need for additional staffing . The one to one initiative will result in savings for paper and other consumable educational materials. Additional savings are due to the influx of technology provided by the grant. Grant dollars providing for technology will supplant existing general fund dollars and technology fund dollars that currently support district tech efforts. This savings will occur over a 5 year period in anticipation of the 5 year life of the tech devices purchased. District will also save money from a reduction of students lost to open enrollment in online charter schools. This will be accomplished via the partnership with the Jefferson County ESC's VLA program. As a partnering agency, the ESC will offer students in charter or homeschool environments access to the high quality, standards based Jefferson County Virtual Learning Academy at a cost significantly lower than the current loss 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 aligned ESC Virtual Learning Academy, will entice students to leave their existing charter school or homeschool setting. Currently there are 16 such students. A savings of $4000 multiplied by 16 students results in a net gain of $64,000 annually.

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.

This initiative is easily sustainable. There are no additional personnel costs associated with the project. The overwhelming majority of grant dollars go to two items which have very limited maintenance for sustainability. First, 36% of the grant dollars goes towards professional development in the form of university coursework and other related activities. The activities target skills pertaining to online course development and online course instruction. These activities build teacher capacity; which by nature is self-sustaining. An investment in knowledge capacity is long lasting and may only require occasional re-tooling 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 receive training as course reviewers. This highly skilled cadre of staff members will conduct online course development and pedagogy as part of the districts orientation program for new teachers. The other significant portion of grant dollars is used for procurement of devices for a one to one device initiative. This amounts to 53% of the grant total. This 53% of grant dollars is going directly to the students. Replacement of these devices will phased in as needed over time. Replacement of these devices will phased in as needed over time. The district will replenish the devices annually as needed. This will be done using dollars from the districts existing technology budget. Additionally, devices will be purchased new and thus will be viable several years; the district will set aside dollars annually beginning the

2014-2015 school year to prepare for this replenishment of devices. To accompany the ease of sustainability of the project, the district also 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 partnering agency, the ESC will offer students in charter or homeschool environments access to the high quality, standards based Jefferson County Virtual Learning Academy at a cost significantly lower than the current loss 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 aligned ESC Virtual Learning Academy, will entice students to leave their existing charter school or homeschool setting. So in this manner, the five year fiscal forecast will benefit by adding additional revenue rather than cutting costs. 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 district will provide sponsorship (through grant dollars) for the development of several upper level (AP) math, science, language arts, and history classes in an online setting. The addition of these course offerings will allow for a reduction in staffing as well as more flexible scheduling for existing middle school and high school teachers. Thus, there is a 2-pronged approach having a positive financial impact on the district. The district anticipates a cost savings via a reduction in staff; and anticipates recovering enrollment from online charters - - - resulting in recovery of lost dollars due to open enrollment.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/14 - 08/01/14,04/01/14 - 4/30/14 05/01/14 -

* Narrative explanation

Online Course Development 01/01.14 - 08/01/14 - The Jefferson County ESC, a key partner, will secure the services of highly qualified teachers to develop upper level and AP courses at the high school level. The greatest barrier to this task is the ability to find qualified instructors who are also skilled with online course development. To mitigate this circumstance, the ESC will provide training and support to instructors throughout the course building process. The stakeholders involved in this task are the Jefferson County ESC and the Leetonia district administrative team as well as board of education. All parties have discussed and been informed of this assignment as it relates to the project as a whole. All stakeholders will be given monthly reports pertaining to the progress of the project. 04/01/14 - 4/30/14 - Enroll cohort of students for Master's program: All teachers of core courses grades 6-12 who do not currently hold a master's degree will be enrolled in a Masters of Education w/ Emphasis in Online Instruction provided by Franciscan University of Steubenville; a local, accredited institution of higher education. Quality Matters PD services: 05/01/14 - 08/14/2014 All teachers not participating in the online master's program will complete training in online course development and instruction via Quality Matters. Administrators and teacher leaders will receive additional training as course reviewers. This effort will ensure that new teachers will be provided guidance and mentoring with the development of an online presence for their classrooms; and will be form of quality control for all online instructional activities. The district will register for membership to the Quality Matters Network; which will allow for further PD and support for the 2014/2015 school year Procurement of one to one devices: 04/01/2014 - 06/01/14 The district will purchase one to one computing devices for all students and teachers in core content areas grades 6-12. Target date for procurement of devices is 06/01/14.

Implement (MM/DD/YYYY): 01/01/14 - 07/31/14, 04/01/14 - 4/30/14,5/1/14

* Narrative explanation

The ESC will aggressively seek highly qualified course builders during January. Course development will begin February 1, 2014 and the target completion date is 8/1/14. The ESC will provide benchmark target dates to course creators to ensure adequate progress towards the completion date. 04/01/14 - 4/30/14 Franciscan University of Steubenville, a key partner, will provide an informational seminar to all eligible staff about the online master's program. A member of the university's graduate faculty will hold two sessions at the high school during the month to answer questions regarding the requirements of the program. The stakeholders included will be the effected teaching staff and the administrative team. Members of the administrative team and school board will be invited to attend the session. There are no anticipated barriers for this project. Members of the administrative team as well as teacher leaders were made aware of this opportunity prior to submission of the grant and have expressed support. 5/1/14 : 2020 Leadership staff will arrange for membership to the QM Network. schedule for PD course completion prior to 8/14/14. Members of the administrative team as well as teacher leaders were made aware of this opportunity prior to submission of the grant and have expressed support. Greatest barrier for successful implementation is staff resistance to participation in the QM training. This barrier will be mitigated by providing a $200 stipend for all staff members successfully completing the training.5/1/14 - 5/30/14: 2020 Leadership staff will hold a series of staff meetings to explain the PD process as well as the stipend for completion of the course. He will collaborate with stakeholders (teachers and administrators) to establish a plan.Implement: 04/01/14 - 05/10/14 2020 Leadership will provide staff and students (key stakeholders) with needs assessment to determine which device will be purchased. 2020 Leadership will compile results of survey and identify 2 devices most likely to suit needs of stakeholders. 2020 Leadership will contact vendors for samples of said devices. Devices will be available for review on-site from 04/28/14 - 05/02/14. Week of 05/05/14 staff meeting will take place to make final device selection. Requisition will be completed in time for delivery of devices by 06/01/14 deadline 04/01/14 - 05/10/14 2020 Leadership will provide staff and students (key stakeholders) with needs assessment to determine which device will be purchased. 2020 Leadership will compile results of survey and identify 2 devices most likely to suit needs of stakeholders. 2020 Leadership will contact vendors for samples of said devices. Devices will be available for review on-site from 04/28/14 - 05/02/14. Week of 05/05/14 staff meeting will take place to make final device selection. Requisition will be completed in time for delivery of devices by 06/01/14 deadline

Summative evaluation (MM/DD/YYYY): 08/01/2014, 12/31/15, 08/30/14, 06/01/14

* Narrative explanation

Enroll cohort of students for Master's program: 04/01/14 - 4/30/14 All teachers of core courses grades 6-12 who do not currently hold a master's degree will be enrolled in a Masters of Education w/ Emphasis in Online Instruction provided by Franciscan University of Steubenville; a local, accredited institution of higher education. 12/31/15 Members of the graduate faculty of Franciscan University will evaluate the plan and report progress to 2020 Leadership Consulting. Target goal is for 100% of enrolled teacher to complete the program in 18 months. Members of the administrative team and school board will be given quarterly updates by 2020 Leadership regarding the progress of the plan.Summative Evaluation: 08/30/14 50% of students attending online charter schools will return to the Leetonia district. This evaluation will be completed by district EMIS coordinator and reported to the board of education, administrative team, teachers, and general public at the September 2014 monthly school board meeting. 08/30/14 50% of students attending online charter schools will return to the Leetonia district. This evaluation will be completed by district EMIS coordinator and reported to the board of education, administrative team, teachers, and general public at the September 2014 monthly school board meeting. 06/01/14 Devices will be shipped and in possession of the district by 06/01/14. .

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

The program seeks to personalize/customize learning environments during regular school hours; and also by 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. A common critique of using technology to 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 a 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 increases the time the teacher spends as an instructional coach. Time becomes more flexible; allowing for student access to instructional materials around the clock. Additionally, it allows for student collaboration beyond normal classroom hours; and also is delivered in a web-based format which appeals to students in the current technology-driven world. 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 all 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 receive more targeted information through a variety of tech resources; and they will have greater access to more instructional material during the after school hours.

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.

Much 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 infusion of technology and an adequate amount of professional development to accompany it. When it comes to instructional technology implementation, the absence of professional development often results in a lack of student achievement gains and teacher frustration. 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 increase teacher effectiveness, and teacher quality is at the heart of all instructional improvement efforts. What's more, an investment in teacher quality is

by its 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 Instrucion that Works(2012), Pitler, 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. If so, how?

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 PD. After this, the replacement of tech devices can be spread out over many years and will happen incrementally. This will become the key part of districts annual technology expenditures. The investment in teacher quality is by nature sustainable. The provision of re-tooling PD 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 district 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. Finally, the partnership with the 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. The district asks for only $599,458 of the maximum $5 million grant support to provide a sustainable, world class 21st century education for 432 students annually for the foreseeable future.

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 parts of Ohio's standardized tests. Additionally, the achievement target includes a minimum grade of "B" on the annual report card in the area of "Progress" for Gifted, Students W/ Disabilities, and Lowest 20% in Achievement. An annual 3% increase in the number of graduates enrolling 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.

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.

5Testing data used to evaluate the program will be based on Ohio's accountability model to include tests such as the OAA, OGT, and end of course exams. These are all annual measures of success. Additionally, the value added scores of students in grades 6-8 will be analyzed - - -an expectation of a 5% increase in the percentage of students demonstrating at or above expected levels of growth for all subgroups is the target. Number of students taking a college entrance exam will be analyzed; with baseline data consisting of percentage of students taking the test between 2011 and 2013. 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 (School Improvement, Title I, Ohio Education Technology Conference).

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 Robert Mehno Superintendent Leetonia Exempted Village School District October 25, 2013