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Adjusted Allocation 0.00

Remaining -3,291,430.00
Creating a student-centered environment.

Scores in reading and math have been mostly stagnant responsible for many of the grants that have been acquired by SPARCC each school year.

Fundamental changes in teaching and learning in the digital age by implementation of blended learning in the SPARCC online consortium. Over the past 15 years and has provided leadership in the areas of technology to enhance instruction. The technology coach worked with a team of teacher leaders to choose a learning management system, evaluate software, and provide professional development. In three years, the district has adopted and implemented 1:1 initiative and acquired 1,400 MacBooks and 1,100 iPod Touch devices. The technology coach is currently implementing an eTech Ohio/Ohio Board of Regents Blended Learning grant where $75,000 has been awarded to train and support the teachers of Osnaburg Local and Canton Local Schools in the creation and use of blended learning segments to enhance instruction. Additionally, SPARCC is the lead agency in the $46,000 Quality Matters grant that is being administered by the Ohio Board of Regents where 137 Northeast Ohio educators received online training in how to use the nationally recognized QM standards for online course development.

3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Lisa Murray

Organizational name of lead applicant: Vermilion Local Schools

Unique Identifier (RIN/Tax ID): 046821

Address of lead applicant: 1230 Sanford Street

Phone Number of lead applicant: 440-204-1750

Email Address of lead applicant: lmurray@vermilionschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, Last Name of contact for secondary applicant: Jim Vincent, Manager of Technology Integration

Organizational name of secondary applicant: Stark Portage Area Computer Consortium (SPARCC)

Unique Identifier (RIN/Tax ID): 033333

Address of secondary applicant: 2100 38th St. NW, Canton, Ohio 44709

Phone number of secondary applicant: 330-445-2267

Email address of secondary applicant: jim.vincent@email.sparcc.org

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 (RIN/Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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.

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.

Four years ago, Vermilion local schools embarked on a reinvention plan. The plan called for streamlining operational costs, using technology, and improving instructional practices. The district implemented a 1:1 initiative and acquired 1,400 MacBooks and 1,100 iPod Touch devices at an all-digital classroom. The technology coach worked with a team of teacher leaders to choose a learning management system, evaluate software, and provide professional development. In three years, the district has adopted and implemented 1:1 initiative and acquired 1,400 MacBooks and 1,100 iPod Touch devices for the first time in the classroom. Summer professional development days were used to familiarize teachers with the MacBook applications. Professional development was conducted during the summer, and the train the trainer model was used for continuing professional development after the district waives days each school year.

The technology coach worked with a team of teacher leaders to choose a learning management system, evaluate software, and provide professional development. The technology coach is currently implementing an eTech Ohio/Ohio Board of Regents Blended Learning grant where $75,000 has been awarded to train and support the teachers of Osnaburg Local and Canton Local Schools in the creation and use of blended learning segments to enhance instruction. Additionally, SPARCC is the lead agency in the $46,000 Quality Matters grant that is being administered by the Ohio Board of Regents where 137 Northeast Ohio educators received online training in how to use the nationally recognized QM standards for online course development.

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:

Critical component of the VLBS reinvention plan to increase student achievement is the effective utilization of technology in instruction. While the classroom environments are technology-rich, there hasn't been an all-embracing change in the delivery of instruction, and student achievement has not increased. State testing results indicate that the scores in reading and math have been mostly stagnating...
C) SUSTAINABILITY

11. Financial Documentation

Project Budget Total: $3,291,430

- Compass Learning/Odyssey training $17,500
- DataWerks: $2,400
- Florida Virtual School methods course will be purchased and loaded into our learning management system. We have scheduled training sessions to begin in Feb. The award of this proposal will permit the training to be ongoing and thorough.
- Personalized learning provides a shift of the teachers' role in the traditional high school setting. They are often only able to offer a specific course during a selected period of time causing scheduling conflicts and forcing students to restrict the number of courses. The SPARCc online consortium attempts to address this issue by allowing students from any district in the consortium to take any course offered by teachers employed by another district free of charge. This policy eliminates questions of additional personnel costs and provides all district with equitable resources. In the future, the online courses will be offered to students who have withdrawn from their local school district. With the return of students to their school of residence, the funding that accompanies them will follow. This will offset any expenses that will be incurred in maintaining the program.

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

- In the traditional high school setting, students are often only able to offer a specific course during a selected period of time causing scheduling conflicts and forcing students to restrict the number of courses. The SPARCc online consortium attempts to address this issue by allowing students from any district in the consortium to take any course offered by teachers employed by another district free of charge. This policy eliminates questions of additional personnel costs and provides all district with equitable resources. In the future, the online courses will be offered to students who have withdrawn from their local school district. With the return of students to their school of residence, the funding that accompanies them will follow. This will offset any expenses that will be incurred in maintaining the program.

13. 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.

New/recurring cost total: $4,393,855 Compass Learning Odysseys Curriculum: $3,500 - There is an annual maintenance and update fee for the courses purchased through Compass Learning. The fee is approximately $1350 per course x 100 courses = $135,000. The total amount would be divided by the 20 member districts of SPARCc. It would cost approximately $67,500 per year to maintain the courses. DataWorks: $2,490 - the annual cost for using DataWorks. (2400 students x $1.09) Bandwidth: $36,600 - The district will need additional bandwidth to ensure internet connectivity.
D) IMPLEMENTATION

**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.

**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.

Implement (MM/DD/YYYY): 3/2014

* Narrative explanation

Implement: 01/2014

Administrators for Vermilion and SPARCC and DataWorks will begin a series of webinars with FLVS. Follow-up one hour webinar for Administrators provided by FLVS on direction setting and coaching as you implement and build your blended learning program. 02/10/2014 - 02/11/2014 (Waiver day) Blended Learning Day - Kick off for teachers in grades 9-12. The training will be differentiated in two categories: basics and advanced. All trainings will be set up with one day in Vermilion and one day at SPARCC. Two representatives from each of the 20 districts in SPARCC will participate. During the training, the districts will use the DLT trainee guide to filter the information that is presented by Vermilion. DataWorks will analyze data, software, provided by their consultants. 2/2/2014 Vermilion High School Administrators, counselors, and technology support personnel will be trained on the implementation of Naviance. Naviance is a comprehensive college and career readiness data analysis tool. Five more days required to get students ready for blended learning. The DLT defined the data analysis goals to improve college and career readiness. 03/2014 Follow up training for Administrators will occur. The topic will be best practices for instructors and determining expectations for student/teacher interactions. 5/2014 Compass Learning/Odyssey training for the train the trainer model will occur. Vermilion will have a team of 5 teacher leaders trained on Compass Learning. 6/2014 K-6 teachers will be trained on Compass Learning/Odyssey software (2 days) Refresh test procedures on how to help get teachers ready for blended learning. 8/2014 Remaining K-6 teachers will be trained on Compass Learning/Odyssey software (2 days) Refresher webinar for parents to get ready for blended learning. 8/2014 Teachers will participate in a workshop style training. Differential sessions will be offered so teachers can select their training. Sessions will include webinars on blended learning. Agila for training on learning management system BrainHoney, and train the trainer style workshops on CompassLearning and DataWorks. 10/2014 K-6 staff from Florida Virtual will participate in a webinar for blended learning. 11/2014 K-6 staff from Florida Virtual will participate in a webinar for blended learning.
has set expectations that blended learning and center based instruction will occur 40% of the instruction time during the week. Data will be collected and monitored through the self reflection form, walk through and observation data. Teachers that do not have the assistance from the district technology coach to incorporate the strategies. -Adaptive software will be used minimally three times a week for 20 minutes. Administrators will access data collected on usage in the software programs. -Data collected from state achievement tests will reflect increase in scores in all content areas. The district will improve the Value Added Rating (VAR) from an F to a passing score Close the gap - Annual Measurable Objectives (AMO) from a D - 2013-14 - VAR - D; AMO-C - 2014-15 - VAR - C; AMO-B -2015-16 - VAR - B; AMO - A - 2016-17 - VAR - A; Maintain - 2017-18 - Overall with Distinction Barrier: Resistance to change. Provide professional development and time for classroom leaders of ideal classroom settings. Ensure interventions are of high quality. The success of blended learning and center based instruction rests on the quality of the curriculum. Utilize the district technology coach for on-going data support. On-going professional development opportunities. Barrier: Time Constraints utilize the waiver days scheduled within the calendar year. Communication The DLT and BLT meet monthly to discuss progress toward attaining the district goal. Annual progress report is presented to the Board of Education with broadcast on local cable TV and the district website during the June meeting.

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

Changes in the classroom structure will be observable. With a shift from student-centered instruction, students will become active and interactive learners. There will be an increase in interactions between student to student, student to student to content, and student to outside resources. Using real-time data, instructors can make each of the interactions more meaningful to students by allotting them to student needs. Lesson plans will reflect differentiated instruction because time will be devoted to skills that are already mastered. Students will know their progress because of the feedback provided by adaptive software. They become an active participant in achieving their learning goals. Expected changes: Change: Small group instruction targeting specific skills will be in place at all levels K-12. Description: Integration Specialist and Title I teachers will work closely with classroom teachers to provide modifications and accommodations as necessary. The specialists will provide needed intervention and support systems. However, the student learning variable, student learning styles, and student learning needs will dictate the level of support needed at any given time.

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.

Blended learning includes an intentional shift to online instructional delivery to boost learning and operational productivity. A US Department of Education meta analysis called Evidence of Evaluation-Based practices in Online Learning: A Meta-Analysis and Review of Online Learning findings that students in fully online courses outperformed those in face-to-face courses, and those in blended courses outperformed those in fully face-to-face courses. In 2007, the USDOE awarded a $6 million grant to RAND Corporation to study the effectiveness of Carnegie Learning Curriculums and Cognitive Tutor in a blended learning environment. In 2014, the state of Ohio awarded the Vermilion School District a $1.8 million grant to help support blended learning initiatives. The project is designed to increase student achievement by reducing the time students spend in failure. The project goal is for students to graduate on time with at least a 2.5 GPA.

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

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

YES NO

22. If so, how?

Vermilion’s Reinvention Plan put in place three years ago has reduced operating costs by streamlining building and operations, applying technology, and transforming curriculum and instruction. The district has posted several years of balanced budget and is recognized as one of the first districts to receive the distinguished Program Award and hosts schools from across Ohio on a monthly basis. The district has proven that by having a solid financial and education plan it is possible to move forward. Develop a solid financial and education plan. Four years ago, the superintendent put forth an ambitious plan to reinvent Vermilion schools. The plan had three goals: 1) To achieve the designation of Distinguished Program Award and host schools from across Ohio on a monthly basis. 2) Use technology to reach every student in the classroom in a unique way. 3) Technology to reach every student in the classroom in a unique way. The district consolidated and reduced costs by closing one elementary building eliminating block scheduling at the high school, and streamlined costs through using technology. The district entered into a leasing agreement with Apple to obtain devices for a 1.1 initiative. Set goals and monitor progress towards attaining those goals. Through a series of community meetings, the district unveiled the plan to the community and established a district goal of raising $7.5M. Students, parents who work in the school, and the community at large were all involved in the process.

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

Substantial Value: Goal: Develop the skill set required for teaching in a blended learning environment. Measure: 1: Teacher lesson plans will show differentiated instruction to meet the needs of students. Measure: 2: Data collected from student software programs such as Compass Learning/Odyssey or SuccessMaker will reflect increase in scores in all content areas. Measure: 3: Data collected from state achievement tests will reflect increase in scores in all content areas. Measure: 4: The district will improve the Value Added Rating (VAR) from an F to a passing score Close the gap - Annual Measurable Objectives (AMO) from a D - 2013-14 - VAR - D; AMO-C - 2014-15 - VAR - C; AMO-B -2015-16 - VAR - B; AMO - A - 2016-17 - VAR - A; Maintain - 2017-18 - Overall with Distinction

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 measured.

Student achievement data collected from state achievement tests will reflect increase in scores in all content areas. The district will improve the Value Added Rating (VAR) from an F to a passing score Close the gap - Annual Measurable Objectives (AMO) from a D - 2013-14 - VAR - D; AMO-C - 2014-15 - VAR - C; AMO-B -2015-16 - VAR - B; AMO - A - 2016-17 - VAR - A; Maintain - 2017-18 - Overall with Distinction The number of students enrolled in the dual credit program will increase. The Naviance alumni tracker will provide data on post-secondary outcomes. The data will include the number of students enrolled in college, how many terms they completed, and what degree they earned. Because there is no baseline data, we will begin collecting the data and observe trends. Professional Development Measure: The Local Professional Development Committee (LPDC) will monitor implementation of strategies to improve classroom instruction and student achievement. Completion of
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.

Goal: Develop the skill set required for teaching in a blended learning environment. Evaluation: -Teacher lesson plans will show differentiated instruction to meet the needs of students based on data. -Teacher data reflection forms will be collected in Google docs and reviewed by DLT members to identify strategies used in class and the amount of time implemented. -Staff surveys and professional development evaluation forms will be collected by the DLT to monitor training activities and presenters' skills. -Attendance data at SPARCC consortium and district professional development training will be monitored. Goal: Provide a powerful learning environment where students are engaged in meaningful relevant activities. -Walk-through data will reflect the amount of student engagement during lessons. -Teacher evaluations and activities in the classroom and content taught.-Data provided by parent and student surveys will be evaluated at the end of each course. Goal: All students, K-12, will achieve at least one year of academic progress in all content areas each school year. -Value added measures provided by state of Ohio on the district report card will indicate student progress. -Data obtained from student software programs such as Compass Learning/Odyssey or SuccessMaker will reflect student growth. -Graduation rate will increase from the current rate of 7% -Student created college and career goals (Grades 7-12) will be collected and monitored using Naviance software. -Student learning progress data (Grades K-6) will be collected and monitored using Dataworks software. Goal: Establish effective two-way communication with all stakeholders. Monthly DLT and BLT meetings allow aggregation and discussion of progress. -Data collected from staff surveys, reflections sheets, and professional development evaluations to adjust the plan. -Annual progress reports are presented to the Board of Education and broadcast to the community on local cable television and posted on the district website.

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.

Jim Balotta
Assistant Superintendent
Vermilion Local Schools
Oct. 25, 2013