

Budget

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (107)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	219,700.00	0.00	219,700.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00
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	1,500.00	0.00	219,700.00	0.00	221,200.00
Adjusted Allocation								0.00
Remaining								-221,200.00

Application

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (107)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
iBUILD

2. Executive summary: Please limit your responses to no more than three sentences.

iBUILD will implement a program designed to improve student achievement by giving high school students the opportunity to learn at their own pace using Moodle or Schoology in a rotation model of blended learning. iBUILD will reduce budgeted expenses for equipment replacement cycles by providing a 1:1 ratio of Chrome books that will allow us to redistribute existing equipment. iBUILD will provide high school students and teachers access to a greater share of resources in the classroom and promote shared service opportunities that will allow increased productivity and efficiency.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

625 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Cindy Kochheiser

Organizational name of lead applicant
Clear Fork Valley Local Schools

Address of lead applicant
987 St. Rt. 97 E, Bellville, Ohio 44813

Phone Number of lead applicant
419-886-2956

Email Address of lead applicant
kochheiserc@clearfork.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The problem: The academic growth of Clear Fork high school students is at risk without a program in place to continue the successful blended learning experience they are currently receiving in the middle school. Analysis of short and long term data assessments show our current middle school program is significantly improving academic achievement among our 6th through 8th grade students. The average student growth is 39% when comparing current data to what was collected a year ago, before implementation of blended learning. No program exists at the high school to carry on this innovative solution that is successfully meeting individual student needs.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The solution: We propose to implement a rotation model of blended learning in our high school curriculum called i-BUILD (implement Build Upon Individual Learning Daily). This innovative project will continue blended learning in grades 9 through 12 to "build" upon the individual academic growth and learning our students are experiencing in the middle school. i-BUILD will provide all high school students with an opportunity to learn in a rotating, fixed schedule of blended learning that includes learning online in a one-to-one, self-paced environment as well as an opportunity to be in a classroom with a traditional face-to-face teacher. Straight A grant funds will be used to purchase a 1:1 Chrome book for every high school student. The devices will be used at school and at home to support learning beyond brick and mortar boundaries. Students will expand learning in group collaboration, small group instruction, and online group activities. This program will give students an opportunity to excel, providing "just-in-time" intervention as needed. Teachers will be able to group students more effectively so learning will focus on the individual student. Moodle or Schoology will be the learning management systems used to deliver quality online instruction within the i-BUILD program. Current, relevant, engaging information exists on the internet and our high school teachers are enthusiastic about including it in their online lessons. We will partner with Mount Vernon Nazarene University and Ashland University student teachers to embed digital content in our online lessons from open education resources such as Kahn Academy, You Tube for Education, INACOL, CK-12, InfoOhio, Google Apps for Education, Curriki, Open Education Commons, National Science Digital Library, PBS, History Channel, Teacher Tube, Psychology Today, Watch MoJo, Lecture Foxx and Google Scholar for primary source research. Many universities are now requiring students to take at least one online academic class. i-BUILD will help prepare students for collegiate expectations. It will also provide students who are not college bound with the technical experience necessary to be competitive in the workforce. This program will reach all types of learners; visual, kinesthetic, auditory, and linguistic. In a study conducted in 2010 by Means et al, there was evidence that blended learning generally leads to higher scores on summative and formative evaluations than fully online or face-to-face classes. (McCue, 2014). In another study conducted by Davies, Dean & Ball, published in 2013, they found that students participating in a flipped/blended classroom tested over 8% higher in post-test scores compared to the regular classroom. "As an instructional tool, technology can facilitate learning in a number of ways ... presenting content and assessing achievement." (Davies, Dean & Ball, 2013). Students will have the ability to move at their own pace because online learning is flexible. Students who need review can review, students who are ready to move on can move on. Teachers will be able to provide students with interactive activities that support common core standards meeting individual student needs. Having middle school and high school teachers located on the same campus, a unique sharing opportunity exists between staff to ensure a seamless elevation of the existing program.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Student Achievement: We will meet the student achievement goal by offering a program that targets learning for each unique, individual student. Online assessments will provide immediate feedback that will empower students and teachers to know exactly what is needed in order to succeed. Studies by Cizek (2010), Keefe (2007) and Marzano (2009) validate integrating technology to enable assessments. Technology-enabled assessments can help instructors obtain diagnostic and formative information about students in order to customize instruction. This allows instruction to be differentiated or personalized for individual students. When feedback is received on students' mastery of specific skills, students can better direct their own learning efforts. As teachers utilize technologies to automate or eliminate time-consuming tasks, they are able to more effectively differentiate the instruction. (Davies, Dean, & Ball, 2013). Students in grades 9 through 12 will have access to online content beyond the normal school day promoting learning at any time, at any place, and at any pace. Blended learning will be incorporated in the subject areas of Math, Science, Social Studies, English and Foreign Language. Analysis of assessment data from our current blended learning program indicates a positive effect on student growth and academic achievement in the middle school. In pre- and post- assessment testing, we saw significant increases in the number of students showing improvement. In one example, 18 students scored advanced on the Math pre-test prior to the implementation and after one year of the program being operational, 38 students scored advanced on the Math post-test. We saw similar increases in all subject areas. The most significant student achievement we are seeing to date is the number of special education students who are improving academically. In parent and student surveys, we

learned that students having the ability to learn at their own pace and having access to content online for review contributed immensely to their success. We will meet the student achievement goal by providing a program that gives students access to a comprehensive curriculum that embeds quality, digital instruction through technology and resources that will give students direct experience and exposure to many online applications needed to conduct research, analyze data, and synthesize information. An expected outcome we will achieve in this program is an increase in student participation through online forums. Our teachers will be able to post a topic in the learning management system requiring students to research and post a comment on the topic. Students will be able to read the posts from their classmates and comment on several of those posts. The end result is 100% participation in the online lesson. In the face-to-face environment, often times only a few students participate in discussions because many students are not comfortable sharing in front of others. Teachers will manage expected outcomes through assessments, observations, student feedback and by monitoring online login time of their students.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Spending reductions in the five-year fiscal forecast: i-BUILD will reduce budgeted expenses in our equipment replacement cycle for the five-year fiscal forecast. Devices purchased for our program will be new. When the devices reach their end of life they will be removed from inventory. In FY20 and beyond, students will be required to supply their own personal device for blended learning. For students who are unable to supply their own device, the district will provide one. This plan will allow us to gradually reduce our equipment inventory over a five year period, greatly reducing expenses in the equipment replacement budget. In FY16, fifty workstations will reach their end-of-life and will be eliminated from inventory. This will generate a cost savings of \$30,000 in the fiscal forecast over a five year period (50 x \$600). An additional cost savings will result in the redistribution of an iPad cart with 30 iPads currently being used at the high school. This will generate a cost savings of \$15,000 in each of those years for capital outlay for equipment replacement. The savings for anti-virus software will result in a savings of \$575 in FY16 based on workstation reduction and the three year anti-virus renewal rate. Online content will generate a savings in the fiscal forecast for toner, paper and workbook expenses by \$1,000 annually. At the end of the five year grant period, this program will generate a total savings of \$50,575 50 workstations x \$600 = \$30,000 30 iPads x \$500 = \$15,000 Software = 50 (FY16) x \$11.50 = \$575 Consumables = \$1,000 x 5 = \$5,000 Total: \$50,575

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

This program will increase the utilization of a greater share of resources in the classroom. Currently our high school students have inadequate opportunities for blended learning because of equipment and space limitations. We have two computer labs with 30 devices in each and one mobile cart with 30 laptops that is shared between 600 high school students and 20 classes. Our high school teachers are limited by what they can do online because we don't have the capacity to add computer labs or the devices for individual classrooms. By adding a 1:1 Chrome book initiative in the high school we will greatly improve utilization of a greater share of resources in the classrooms by offering more online learning opportunities. Giving students access to 1:1 Chrome books will create endless opportunities for collaborative learning and distance learning.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Utilizing shared resources between Clear Fork High School teachers and the student teachers from Ashland University and Mount Vernon Nazarene University will have a significant impact on the creation of online lessons we will use for instruction. As part of their curriculum in college, student teachers will create online lessons aligned with common core state standards that will be incorporated in blended learning instruction for classes at Clear Fork. This shared service delivery of online content will increase efficiency among our staff as they will work with the student teacher to ensure the prepared online lessons meet the Quality Matters rubric. This opportunity is a triple win for everyone involved in our program. Our students benefit from the engaging, creative content created by the student teachers, our teachers benefit because it will save them time since the student teachers will gather the material and embed it into the online lesson, and the student teacher benefits by learning how to teach in a blended learning environment where they will receive helpful feedback about the lessons they prepare. The resource www.skinnyohio.org suggests "the shared Services Model should be used by state and local leaders to determine opportunities for shared services and the optimum manner for individual entities to join together for the provision of a specific shared service." Our program will combine new teacher expertise with experienced teachers to provide rich, engaging lessons that will prepare students for their future. By working with local universities, we utilize a collaborative strategy that optimizes staff, time and resources to improve efficiency. Student teachers will develop content for online lessons that align to state standards. Experienced Clear Fork High School teachers will evaluate and make recommendations about the prepared lessons by the student teachers. Clear Fork High School students will learn the content of the lesson that is delivered online. Long-term sustainability is favorable for this program because of the long-standing partnership that already exists between these local universities and Clear Fork schools regarding student teaching appointments.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

221,200.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

A onetime cost of \$221,200 is needed in the budget for Capital Outlay for equipment purchases. We will purchase 650 Chrome books; one for each high school student and teacher for \$338 each. The price will include the ACER C720-2844 Chrome book, 4 GB, 16 GB SSD (\$253), Google Chrome OS Mgmt Lic + additional 3 year warranty (\$27), Chrome OS Config SVC (\$13) and Info case (\$45). The new equipment will be covered under our current IT support contract. No additional IT personnel will be needed to support the added equipment. The Chrome books will not increase the amount we currently pay our internet service provider and we expect a minimal increase in power usage. Maintenance repairs for equipment beyond the manufacture warranty will be offset by the expected spending reduction this project will produce. As the Chrome books reach their end of life, they will be removed from district inventory, resulting in no change in the current replacement budget. We will not need to purchase software for this program. All online content and applications used in i-BUILD will be from open education resources. An annual cost of \$1,500 is needed in the budget for professional development for Moodle and or Schoology training. Most of our staff are already trained in these applications.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

We allocated \$1,500/year in the budget for Purchased Services to cover ongoing professional development expenses for Moodle or Schoology training. Many of our staff are already trained in Moodle and several have taken the Applying the Quality Matters Grades 6-12 Rubric course. For new staff or for those needing a refresher course, our ITC, North Central Ohio Computer Cooperative (NCOCC) will come to our district and provide a full day of Moodle training for \$500.00. We will offer Moodle training up to three times per year during staff in-service days to take advantage of this training from NCOCC. Having middle school and high school staff co-located in the same physical structure will provide additional opportunities for professional development between staff during planning time. We have already conducted professional development training on the learning management system (LMS) Schoology. Several of our teachers are willing and able to teach other teachers this LMS if they choose to use Schoology instead of Moodle. It is beneficial for students to have access to both learning management systems so teachers will have the option to choose the one they want to use for blended learning. New/recurring costs: \$1,500/year Purchased Services for professional development: Moodle Training \$500.00/day for 3 sessions/year There will be no incurred costs for software license agreements because we will only use open source software in our program. An extended 3 year warranty for device maintenance has been included in the purchase price of the Chrome books. Equipment maintenance costs beyond 3 years will be included in our existing district maintenance agreement. Staff counts no change. The current staff is adequate to implement this project..
Salary/Benefits no change

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

8,615.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Budgeted dollars previously used to replace classroom workstations will not be needed because of this program. Over the next five years, we expect a \$30,000 savings in the replacement cycle budget by ultimately eliminating from inventory 20 older student workstations from classrooms, and one mobile laptop cart with 30 older Windows XP machines. We will redistribute workstations so the oldest machines are taken out of inventory first. Additionally, we will be able to redistribute 30 iPads currently being shared at the high school to other grade levels in the district, further reducing the replacement cycle for the high school equipment by \$15,000 over the five year forecast. An additional savings in anti-virus software licensure will be \$575. We expect to reduce consumable expenses by \$5,000 in the five year fiscal forecast. Taking into consideration this expected savings and the \$1,500/year expense for Purchased Services for ongoing professional development for Moodle training, an annual savings of \$8,615 is expected as a result of this implementation. Expected savings: \$50,575/ 5 years = \$10,115 less sustainability costs of \$1,500 for professional development costs = \$8,615 Staff counts no change. The current staff is adequate to implement this project. Salary/Benefits no change.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This project is self-sustaining because the initial purchase of Chrome books to support this program will last beyond the five year sustainability period. By fiscal year 2020, students will be required to supply their own device to use in this program; just like they provide a calculator for Math class. For those students who are unable to supply a device, the district devices will be made available until the devices reach their end of life. Having district devices for students to use for the first five years the program is operational will give us the ability to start the program. It will also give us ample time to communicate the requirement of students providing their own devices by fiscal year 2020. The only ongoing costs we anticipate to sustain this program is the \$1,500 budgeted cost associated with professional development for training staff on Moodle, and coverage for break/fix repairs that will be sustained with the current budget for equipment repair. The expected \$50,575 savings we will realize as a result of eliminating workstations will actually cause a reduction in our 5 year forecast budget of \$8,615 annually when taking into account the costs for ongoing professional development.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers

that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range January 2012 through August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Over the past fourteen months our Administrative team has been actively researching grant opportunities in an effort to expand our middle school program into the high school. The goals of the Straight A fund coincide with the goals of our current program. The planning activities we have been involved with could not have happened at a more perfect time. During collaborative meetings from November 2012 until March 2014 with students, parents, teachers, principals, administrators and central office staff, it was determined that increasing student growth and achievement was the number one goal we desire to accomplish with this program. Our planning team performed extensive research on the outcomes of blended learning and the effects it has on student achievement. It was determined that blended learning, instruction delivered face-to-face and also online, using a device equipped with digital engaging material, would best meet this goal. During communication meetings we learned that teachers want control over the online content being taught and when and how the material will be assessed. The team agreed that online testing will be done with Quia software, a program we already use, that provides immediate assessment feedback to students, parents and teachers on progress. High school teachers met with middle school teachers so they could exchange information during planning. High school staff visited middle school classrooms in October 2013 to witness blended learning and ask questions. Confirmation to move forward with this proposal was unanimous because the timing to expand our program into the high school is appropriate, and the program has a very high probability of success in meeting desired goals. Collaboratively we outlined an implementation plan and began working on writing portion of the grant in March 2014. Several meetings took place to address questions that came up as the grant questions were being addressed.

* Anticipated barriers to successful completion of the planning phase

The largest barrier in the planning phase was keeping everyone informed as new developments or questions arose. We mitigated this by developing an email distribution list with weekly project updates. The lead applicant facilitated meetings as necessary to keep progress on track.

18. Implementation - Process to achieve project goals

* Date Range 8/1/2014 - 8/1/2016

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Communication among all stakeholders is vital to the implementation success of i-BUILD. An initial letter will be mailed home to all parents of high school students explaining the blended learning program. Parents and students will learn about i-BUILD through an informational meeting where high school teachers and administrators will make a presentation detailing the program goals and expectations, so they understand this new instructional model. We will use our district website to communicate with parents regarding student data, homework and progress. Parents can access school information 24 hours a day from any place with an internet connection. Face-to-face parent/teacher conferences (formal and informal) will take place to strengthen communication between the school and parents. Established framework for constructing a family-school partnership will foster academic achievement. Professional Development (Teachers, Administration) August, 2014 - January 2015 Teachers will receive Moodle or Schoology training up to three times each year. Teachers will work collaboratively with local universities to build online course content that is aligned to state standards and prepare Quia assessments to measure growth. Implementation Phase (Teachers, Administration) Collect pre-test baseline data (Teachers) January, 2015 We will perform pre-test assessments so we can measure student growth. Collect parent/student surveys (Teachers) January, 2015 This data will help us measure program effectiveness and technology use. Train students on Moodle portal (Teachers, Technology Coordinator) December, 2014 Training video students will watch. Launch i-BUILD (Teachers, Administration) January, 2015 blended learning will begin in mid-January. Conduct on-going meetings to assess program effectiveness (Students, Parents, Teachers, Administration) January, 2015 - May, 2015

* Anticipated barriers to successful completion of the implementation phase.

A barrier we anticipate for successful completion of the implementation phase is making sure our teaching staff has adequate professional development to be successful blended learning instructors. We will mitigate this by ensuring each teacher receives professional development that is specific to what they need. Our plan is to partner each high school teacher with an experienced middle school teacher who knows how to teach blended. The middle school staff will be mentors to the high school staff so they can help them in the areas they need help in. Scheduled follow-up time for professional development will be planned to ensure teachers are successful in implementation and confident within a blended learning structure.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range June 2015 - August 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

It is vital that communication exists between all stakeholders including students, parents, teachers, Administration and the Board of Education. These stakeholders will continue to be included in all communication regarding this project, as well as the evaluation phase of this project. Pre-test, post-test scores will be the primary data collected for our summative evaluation. Additionally short cycle assessments will be collected and analyzed throughout the duration of the program by classroom teachers. In order to make sure we are meeting project goals, summative evaluation will occur on an annual basis through year 5 of the grant sustainability period. Evaluation Timeline: Compare pre-test and post-test assessment data (Teachers, Administration) June, 2015 Prepare a report summarizing program successes and weaknesses (Teachers, Administration) June, 2015 Conduct a meeting with stakeholders to discuss program outcomes and determine any changes (All stakeholders) June, 2015 Apply any changes as a result of stakeholder meetings (Teachers, Administration) June, 2015

* Anticipated barriers to successful completion of the summative evaluation phase.

The largest barrier with evaluation will be making sure we look at more than just the data for determining program effectiveness. Parent and student surveys will provide valuable information in the evaluation of our program. Teachers will identify the students they are not reaching and apply changes as needed in a timely manner. This barrier can be proactively mitigated by teachers performing mini program evaluations throughout the year and by monitoring grades and test scores.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We expect instructional practices to change with the implementation of i-BUILD. Teachers will have more time to spend on high-value tasks that are project-based and less time on manual tasks. A blended learning environment will allow teachers to provide more one-on-one assistance to those students who really need the support. Course material will be online. Hard copy textbooks can be replaced with current, updated electronic versions. We expect an increase in student enrollment by offering traditional and non-traditional learning opportunities that adapt to different learning styles. Students will learn adaptively, meaning the online curriculum will gauge from the students' answers when they have mastered something and are ready to move ahead and when they need more help. Students will learn with less worksheets and more collaboration. Students will control their own learning and work independently through the facilitation of the instructor. Students will be more comfortable asking for help through instant messaging and online chat. Teachers will become mentors to differentiate instruction in order to address student needs. Sharing services with Mount Vernon Nazarene University and Ashland University student teachers will create a change in instruction that requires a method to store and share online material. We will use Google Drive, a free, cloud based storage system that is integrated in the Chrome operating system, to facilitate shared resources. This method of sharing will improve efficiency because the material can be accessed anywhere there is an internet connection. Expected changes we anticipate after blended learning is implemented is that teachers will find they are able to get more things accomplished, and students will become more engaged in their learning.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Using a learning management system to deliver online content is an effective way for teachers and students to exchange information. We know from our existing program how critical it is for students to receive feedback in a timely manner and how it impacts their academic growth. In Clear Fork's own pilot classroom, students were performing at a +10% increase in academic achievement in the blended learning classroom verses the traditional, regular classroom structure. Students in the pilot courses had access to 30 iPads during their instructional time. Increases in student performance were attributed to the availability of review material, repetitive practice, quick feedback, and accessibility. The use of online discussion forums gave students more time to process information than in the face-to-face environment. Students who would never comment or share in the traditional face-to-face classroom had a much easier time sharing in the online environment. In September 2011, Unity High School in California adopted a blended learning program using Kahn Academy in their Algebra classes. Students worked in an online lab to build on the instruction in their regular math course. In one year student math scores improved from 37 percent to 74 percent. After learning about the success Unity High School had, we decided to test blended learning with a high school math teacher at Clear Fork. The class meets for 40 minutes per day and there isn't much time for students to ask questions during class. The teacher made students aware of Kahn Academy's site and encouraged them to use it for practice using their own devices at home. About half of the students took advantage of Kahn Academy's videos using their personal devices and they were all able to increase their test scores dramatically. I-BUILD will provide the same opportunity to all high school students. By making more online tools available to our students, we can build on their individual academic success. Research conducted by Davies, Dean, & Ball, 2013 suggests that effective blended classrooms share these characteristics: (1) Students transform from passive listeners to active listeners, (2) technology often facilitates the endeavor (3) class time and traditional homework time are exchanged so that homework is done first and class time takes on a fluid structure to help personalize instruction, (4) content is given context as it relates to real-world scenarios, and (5) class time is used either to help students grasp especially challenging concepts or to help students engage in higher orders of critical thinking and problem solving. (Davies, Bean, & Ball, 2013). The timing of this project is perfect for "building" on the program we started in the middle school. The immediate feedback students experience with blended learning helps them learn at an individual pace. In a traditional classroom setting, assignments with pertinent feedback may not be returned for days or weeks. I-BUILD will facilitate a faster assessment result for students, providing them with timely and effective feedback. Our students live in a world that is online, fast, flexible and technology equipped. I-BUILD will assure their education is too.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

We will partner with Bonny Buffington from Knox County Educational Service Center to perform the external evaluation of our program. Bonny can be reached via email at bbuffington@knoxesc.org. Our internal evaluation will be performed by each department chair of our high school. These highly qualified teachers are: Math - Mr. Jeff Gottfried, gottfriedj@clearfork.k12.oh.us; Science - Ms. Sonia Kelley, kelleys@clearfork.k12.oh.us; Social Studies - Mr. Randy Echelberger, echelbergerr@clearfork.k12.oh.us; English - Mrs. Tracy Burkepile, burkepilet@clearfork.k12.oh.us; Foreign Language - Mrs. Jamie Chamberlain, chamberlainj@clearfork.k12.oh.us. Mr. Brian Brown, high school Principal, will oversee the internal evaluation of our project and prepare an end of year report to all stakeholders on the impact it is making on student achievement. Mr. Brown can be reached at brownb@clearfork.k12.oh.us.

* 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 project's progress).

We will use direct and indirect measures to collect quantitative and qualitative data to evaluate the impact our program has on our project goals. By using several different sources of data, it will increase the probability that the findings present an accurate picture of our program. Strong assessment plans rely on a mix of direct and indirect measures. Indirect measures we will use to evaluate our project will include data from surveys of students and parents, retention rates, graduation rates, and the number of students progressing to college. Direct measures we will use to evaluate our project will include formative and summative assessments such as pre- and post-tests, quizzes, and verbal questioning. Student Achievement Evaluation Plan: Short-term assessments will be measured by evaluating the change in pre-test and post-test scores monthly, quarterly and yearly. Attendance and frequency of attendance will be evaluated monthly, quarterly and yearly. Student enrollment will be evaluated quarterly. The Department Chairs and high school Principal will identify program strengths and weaknesses by examining each curriculum department individually taking into consideration the instructor, the course material and whether or not it meets the Quality Matters Rubric and the student's needs and comprehension levels. Internal program evaluations will occur at the end of each semester. The information gathered by the internal evaluators will be used for reporting and for addressing inadequacies. External program evaluations will occur at the end of the year.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Program evaluation information will be summarized by the Program Administrator, Mr. Brian Brown (Principal), who will develop an annual report at the end of each school year that will be used by the stakeholders to identify troubled areas in the program so teachers can make modifications in order to improve the program's effectiveness and improve student achievement. The Department Chairs and high school Principal will oversee program modifications. The five-year forecast will be evaluated by the district Treasurer on a quarterly basis to determine if we are within the projected reductions our program hopes to achieve. If it is determined the program is costing more than the projected \$8,615 it hopes to reduce in the budget, the Treasurer will notify the Program Administrator so adjustments can be made from local funding sources. All stakeholders will have representation in the evaluation of the i-BUILD program.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The substantial value and lasting impact this project hopes to achieve for Clear Fork high school students is significant, quantifiable growth in individual student achievement in Math, English, Science, Social Studies and Foreign Language courses. This will be measured by analysis of quarterly assessments through tests, quizzes and the Ohio Department of Education's value added data. Yearly analysis of ODE value added data will be performed to measure student growth. Student, parent and teacher surveys will be collected to determine qualitative evidence of increased student engagement, technology use and individual instruction. By offering unlimited learning opportunities at any place, at any time, and at any pace through blended learning, the lasting impact i-BUILD hopes to achieve is a greater knowledge for our students that will prepare them for college and careers.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

In five years, our project aims to achieve significant student growth in all core content areas. In order to measure the success of our program, we will collect pre-test and post-test comparative data prior to program implementation. This data represents foundational knowledge at the beginning of the course. At the conclusion of the course, a post-test will be given to measure student growth. By implementing iBUILD in the second semester (January 2015), we will have a direct data comparison to evaluate the program's effectiveness. Our goal is to increase each student's academic achievement in all core content areas by 15% yearly. We believe blended learning is the ideal instructional model to accomplish this goal because it allows students to move at their own pace.

* Spending Reduction in the five-year fiscal forecast

In five years our project aims to achieve a continued reduction in the fiscal forecast. We think it is reasonable to require students to provide their own devices to use in blended learning classes. As the number of students providing their own devices increases, the number of workstations the district provides and maintains will decrease. As this program expands we envision it to include electronic textbooks and support a paperless curriculum where documents are stored and shared in the cloud. We are in the process of collecting data on the cost-savings our current blended learning program has achieved. We won't have an exact number until the end of this year, however, expenses for equipment, toner, paper, and textbooks are all lower as a result of blended learning.

* Utilization of a greater share of resources in the classroom

In five years we expect to achieve expanded blended learning opportunities for extra-curricular courses and post-secondary courses. We anticipate adding partners to our program by inviting other local universities to participate in our program. The Technology Department will evaluate the increase in classroom resources this program will use including bandwidth, wireless connectivity and device performance to ensure the program has the needed resources to be efficient. This evaluation will be gathered using internet usage reports, internet speed tests and a mobile device management system. Student and teacher surveys will also be conducted for program feedback. An annual report will be prepared by the Technology Coordinator that will be used to determine if any changes need to take place to improve program efficiency with regard to technology.

* Implementation of a shared services delivery model

In five years, our project aims to achieve an expanded, collaborative database of shared lessons. We expect digital collaboration beyond our initial partners for shared accessibility, including local, county, regional and statewide participation. Our database will be organized by content and grade level and will allow best practices to be utilized in all participating districts beyond our local entity. This clearing house of blended learning lessons will be made available to all partners. Shared services will include peer-to-peer training and mentoring of new teachers into blended learning. Additionally we will be a model for other Ohio schools. Google Drive is the ideal platform to facilitate the sharing of services and resources. This will allow for lesson plans to be compiled in a central bank. Current teachers and student teachers will upload full lesson plans that will include the blended lesson, assessments, supplemental materials, learning targets and guidelines for instruction. This collaboration will be required as part of their student teaching responsibilities and will be directed by university supervisors. At the five year milestone, a substantial resource of blended lessons will be available for shared delivery.

* Other Anticipated Outcomes

Other anticipated outcomes the project hopes to achieve: increased college readiness skills, production of successful workforce candidates, improved student confidence and an increase in student enrollment because of the blended learning opportunities we will be able to offer students.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

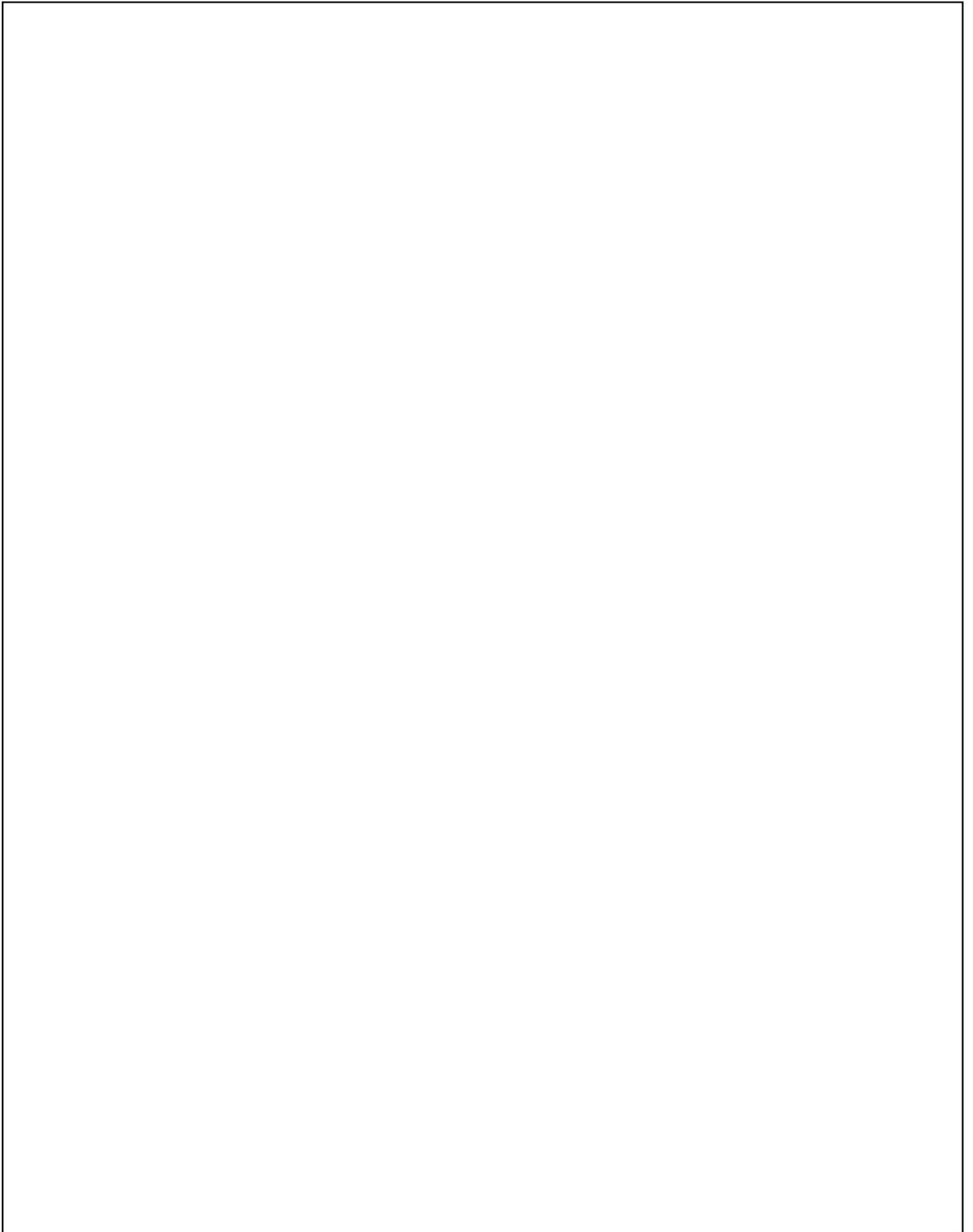
* Explain your response

Based on our own experience of implementing blended learning, and taking into consideration the research we have done for this project, we anticipate it will take approximately one year to incorporate the changes in curriculum to effectively deliver blended instruction. The key to successful blended learning is making the transition slowly and ensuring teachers have enough professional development to deliver the content confidently. Our plan for implementation can be fully replicated by other Ohio districts. Since we have already successfully implemented a program of similar structure within our district, we are confident our timeline and implementation plan will provide districts with the steps necessary to apply the process in their own environment. We have already permitted site visits for districts interested in replicating our existing program. We will work with administration, teachers and parents to continue sharing our model with districts across the state. We are proposing a manageable plan that has the potential to grow without costing the district a lot of money. The project will begin with blended learning occurring in core subject areas. With each student having access to district wifi and their own Chrome book, the program has the capacity to expand to include elective classes and online post-secondary classes. Our plan is thorough and cost-effective. Our plan gives our district a strategy for addressing budget, time and resource barriers. It gives our teachers an opportunity to update curriculum in a technology-infused environment. Our program is simple, easy to follow, and it will increase online learning so individual learning needs will be met for students.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I Accept. Mr. David L. Ritter Interim Superintendent Clear Fork Valley Local School District April 17, 2014



Consortium

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bevin	Shiverdecker	740-397-9000, 3408	bevin.shiverdecker@mvnu.edu	Mount Vernon Nazarene University	068247	800 Martinsburg Rd, Mount Vernon, OH, 43050-9509	
Bonny	Buffington	740-393-6767	bbuffington@knoxesc.org	Knox County Education Service Center		308 Martinsburg Rd., , Mount Vernon, Ohio, 43050	
Joe	Hendershott	419-289-5837	jhender2@ashland.edu	Ashland University	063396	401 College Ave, Ashland, OH, 44805-3702	
Brian	Brown	419-886-2601	brownb@clearfork.k12.oh.us	Clear Fork High School	006551	987 State Route 97 E, Bellville, OH, 44813-1229	

Implementation Team

Clear Fork Valley Local (049411) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Tracy	Burkepile	English Department Chairperson	Lead Teacher for English curriculum implementation	7 years education experience	Uses online content for research, web quests and testing	
Jamie	Chamberlain	Foreign Language Department Chairperson	Lead Teacher for Foreign Language curriculum implementation	15 years education experience	Uses online content for videos, testing, grammar and recording	
Jeff	Gottfreid	Math Department Chairperson	Lead Teacher for Math curriculum implementation	17 years education experience	Uses Kahn Academy as an online resource in his classroom	
Brian	Brown	Clear Fork High School Principal	Lead Administrator	23 years Education Experience	Successfully implemented grant of similar size while Middle School Principal	
Brian	Kinnard	Social Studies Teacher	Student Teacher Liason	12 years education experience	Successfully piloted blended learning in Social Studies curriculum in 2013.	
Sonia	Kelley	Science Department Chairperson	Lead Teacher for Science curriculum implementation	9 years education experience	Teaches online content using video, discussion forums and testing	
Randy	Echelberger	Social Studies Department Chairperson	Lead Teacher for Social Studies curriculum implementation	24 years education experience	Currenty uses Schoology for online learning	
Cindy	Kochheiser	Director of Technology Services	Technology Implementation	15 years technology experience	Successfully implemented blended learning program in the Middle School in 2012	