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<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>202,299.46</td>
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<td>254,859.46</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -254,859.46
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Empowering Students with a Blended Learning Approach

2. Executive summary: Please limit your responses to no more than three sentences.
We want to empower our students with the resources and knowledge they need to be College and Career Ready. The use of technology is all around our students, and while our students are Digital Natives, we want to teach them how to use this technology to further their future endeavors. Through our Blended Learning approach teachers and students will be using technology to educate one another.

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.

3. Total Students Impacted:
649

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:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact:
First Name, last Name of contact for lead applicant
Kim Wadas

Organizational name of lead applicant
Edison Local School District

Address of lead applicant
14890 State Route 213 Hammondsville, OH 43930

Phone Number of lead applicant
740-282-0068 ext. 1103

Email Address of lead applicant
kimberly.wadas@omersa.net

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
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.**

<table>
<thead>
<tr>
<th>The current state or problem to be solved; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our district report card reveals the following needs: Closing the Gap- D; Academic Progress of subgroup of gifted students-D; students performing in the lowest 20%-C; and those with disabilities-C. In addition, we have not passed a levy in over 30 years, so we must reduce operational costs beyond the staff reduction and building closures that we have implemented to date. Therefore, we need to increase our student achievement and work towards our long-range goal of cost reduction through a blended learning delivery model. We asked ourselves: What do we need to do to prepare ourselves to teach in the 21st century? What impact can we have on student achievement now? We learned that putting technology in the classrooms has not significantly changed the way that most teachers teach. In many cases, technology becomes an &quot;overhead&quot; projector. We learned that if we want innovative instructional practices to take place in order to transform our educational environment that meets the needs of our students now and in the future that we need to prepare our staff to teach differently and employ innovative pedagogical practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The proposed innovation and how it relates to solving the problem or improving on the current state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We plan to use the Straight A grant to build our school readiness to employ innovative pedagogical practices (IPP) using technology which will improve student achievement. School readiness is a key factor in successfully implementing change. School readiness includes: leadership, infrastructure, and the capacity of individuals to employ IPPs (Ip, et al, 2004). According to SITES M2, IPPs have six characteristics. Two of them drive towards our immediate goals: to close the gap, increase student achievement in our targeted groups, and prepare teachers for a blended learning environment. They are: 1. individualize and customize instruction 2. build students’ competencies and technological skills to search for, organize, and analyze information and communicate and express ideas.</td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will increase student achievement by providing students individualized instruction and improved research based delivery models while preparing teachers for our long-range goal of implementing a district-wide blended learning model. Individualize and Customize Instruction: Professional development (PD) will be provided for 7-12 content teachers in the use of Blended Learning and Universal Design for Learning. It is essential for our teachers to understand how to adjust instruction based upon the current assessments and performance based instruction in order to meet the needs of individuals and leverage available resources. Our teachers must understand and be able to respond to: How do I adapt, flex, modify- product, process, time, outcomes, instructional practices etc. to meet the needs of all students? In addition we want to prepare our teachers to individualize and customize instruction to meet the needs of all students, including our target populations.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>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.)</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build students’ competencies and technological skills to search for, organize, and analyze information and communicate and express ideas: Teachers will learn research-based strategies necessary to support students in obtaining skills to organize and analyze information and share their ideas. Teachers will be assessing students through Project Based Learning to better prepare our students for the New Assessments and to be College and Career Ready. Teachers will become facilitators in the classroom as students take charge of their education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.)</th>
</tr>
</thead>
</table>

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

**New - never before implemented**
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.

254,859.46 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget consists of providing Professional Development for our teachers to incorporate more technology in the classroom. We want our teachers to learn how they can enhance their instruction with the use of technology and to develop project based learning for their students. Our teachers will have the professional development on in-service days and will also have online support for the teachers. As we begin this shift in learning we want to support our teachers. Based on the consultant’s rates we will have her in the district of five days at $3,504.00 per day. The online support for throughout the year will be $35,040. Based on our current enrollment we will need to purchase ChromeBooks with carts that teachers and students will have access to in their classrooms at all times. Based on our current enrollment we will purchase 700 ChromeBooks.

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.

In order to support our teachers we will want to continue the professional development and support. Therefore I have added professional development cost for each fiscal year. FY16 $35,000, FY17 $20,000, FY18 $10,000, FY19 $5,000, FY20 $5,000. The ChromeBooks we are purchasing have a three year replacement warranty. In FY18 warranty expires. I have added the replacement cost for 100 ChromeBooks in each year of FY18 ($28,799), FY19 ($28,799), FY20 ($28,799).
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.

<table>
<thead>
<tr>
<th>Amount (if yes, enter 0)</th>
<th>Details on expected savings (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.)</th>
</tr>
</thead>
</table>

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

Although there will be an annual savings due to retirement of teachers, this savings is not a result of the grant.

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.

Over the next several years we have teachers retiring. When a teacher retires, their salary is a maximum of about $50,000. When we replace that teacher with a newly hires teacher, the cost is approximately $25,000. Therefore we are able to show a reduction in salaries over the next six years. This will allow us to sustain the Professional Development we will provide for our teachers and to replace ChromeBooks as the warranty ends after three years.

**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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

- **Date** Range 2013-2014 School Year

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

We began planning months ago before the Straight A grant was announced. Reduction of costs while maintaining high quality instruction and improving student outcomes was the driving force for brainstorming sessions with board members, building leaders, teachers and community members. We researched blended learning models and what it would mean for our community, students, and staff? What it means in terms of potential cost reduction? What our teachers need to know and be able to do? How would we begin? We drafted a 5-year plan to implement a blended learning model. Simultaneously, our district report card showed a clear need to improve yearly progress of...
18. Implementation - Process to achieve project goals

* Date Range August 2014

* Communicate grant funding
* Revisit the goals and objectives with all stakeholders along with the needs assessment
* Begin to design/gather data collection tools
* Establish a news bulletin on our district web-site to communicate progress to all stakeholders.
* Meet to review, finalize plan
* Collect baseline data on use of comprehension strategies and technology for blended learning (walk-throughs and surveys)
* Confirm dates of services
* September - begin Professional Development for Blended Learning and Project Based Learning for teachers

* Anticipated barriers to successful completion of the implementation phase.

When considering change, it is commonly accepted that we need to create a culture for change, establish a shared vision, provide training and development and monitor and adjust. In addition, it is critical to give assistance and supports in small increments in the form of coaching (Joyce and Shower, 1980), Harris (2003) and Fullan (1991) both discuss the importance of providing a combination of pressures and supports when leading change. Knowing when and how to provide the pressure and what supports and when will be included in our leadership meetings and coaching sessions to support our building leaders in providing this critical element. Our implementation plan applies an adult learning model (Learning First Alliance, 2000) to support teachers transfer new learning into practice, creates PLCs, and supports the building leadership to guide and champion the implementation. We recognize that the change process is our biggest potential barrier and that individual teachers will move through the process at different rates and will require different supports at different times (Hall & Hord, 1987). Therefore, we are planning face-to-face instruction followed by multiple opportunities for small group collaborative follow-up and coaching. In order to promote a continuous learning environment, online learning and face-to-face instruction will extend and connect with one another (Berger, et al, 2008).

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

* Date Range May

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

Perceptual Data - In order to collect data regarding teacher, student, and parent perceptions of the process, professional development, and the impact on student learning, surveys will be implemented. At least one survey for each group will be collected and analyzed to help guide the future initiatives of the project. The Bernhardt model explains that, over time, perceptions can tell us about environmental improvements and the impact on student learning. A pre-survey will be given to teachers before the implementation of the professional development. A post-survey will be given after year one. Parents and students will be provided a survey on to collect their thoughts on a blended learning model. Students will be provided a survey after year one to determine if they can see an impact on student learning from the professional development being provided to teachers. Parents/students will be provided a survey to determine the technology capacity in the home.

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

Parents understanding the shift in education and the need for the change in our classrooms.

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:

According to Educators Partnership, Inc, when educators come together with a shared norms and vision along with a commitment to change, the outcomes are more meaningful and long lasting. We plan to provide our staff meaningful opportunities to collaborate, reflect on instructional practices, focus on student learning in a variety of formats, including the use of synchronous and asynchronous environments. It is important to establish a safe environment where teachers are able to take risks for the good of their students and organization. In short, we envision teachers and administrators working and learning together to improve student learning and outcomes, thus creating true professional learning communities. We will measure our success by the % of teachers participating in collaborative opportunities that are scheduled throughout the implementation. We would like to see 100% of our staff participate in at least one of the professional learning communities that available to staff. We expect to increase the readiness of our teachers to leverage innovative pedagogical practices (IPP) using technology by focusing professional development to increase teachers’ abilities to employ two characteristics of IPPs: individualize and customize instruction and build students’ competencies and technological skills to search for, organize, and analyze information and to communicate and express their ideas. These two specific characteristics are identified because they will support us in meeting our immediate goal of improving student achievement and narrowing the gap through differentiation of instruction, while building our capacity to innovate instructional practices.
### 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.

Over the past 4 years we've worked to increase K-3 achievement by enhancing instructional practices and increasing teacher knowledge. However, we've not provided MS/HS teachers an intense focused initiative to improve instructional practices that's necessary to close the gap and increase achievement as indicated by our district report card: D- Closing the Gap; C & D in yearly academic growth in our subgroups.

While working towards our goal of a blended learning model, we need to improve student achievement. We fell students will be more engaged in a project based learning environment. With the incorporation of more technology in the classrooms, student will be in their element.*

### 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.**

| Our plan is to have an outside person evaluate our program. We feel this will give validity to our program and the results will not be compromised. Ron Sismondo, an educational consultant will be our evaluator. Ron can be reached at 740-283-3347 or ron.sismondo@omeresa.net |

**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).**

In order to evaluate individualized and customized instruction as well as building students’ competencies and technological skills to search for, organize, and analyze information and communicate and express ideas several pieces of data will be collected and analyzed: walkthrough and observation data, formative assessment data, perceptual data through teacher, student, and parent surveys. Walk-through and observation data-in order to establish non-negotiable goals for student achievement and instruction and to ensure that research based instructional practices are occurring in every classroom, a plan for regular classroom walk-throughs, including an analysis of the data collected, will be implemented. According to research, leadership can help support effective instruction and intervention by ensuring that leaders have ongoing professional development, adequate materials to support the high quality instruction, and by monitoring classroom instruction regularly (Torgesen, J., Houston, D., Rissman, L., Kosanovich, M., 2007). A schedule will be created that will include 3-5 walk-throughs a day by principals. After collecting at least 50 pieces of data for each grade level team, building and district leaders will meet to analyze the data and make a plan for any necessary additional professional development, training and coaching.

**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.**

| If the measured progress is not sufficient we will increase the support for the teachers. Through our Title II funds we will also have more professional development resources to increase the support for the teachers. |

### 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.

In 2010, we launched a similar initiative to significantly impact student achievement and change instructional practices in our primary grades. The professional development in instructional process and data driven decision-making transformed the culture in the primary. Teacher leaders developed and lead our data meetings and facilitate problem solving sessions that are student focused and generate individualized and customized instructional plans for students. Our building leaders continue to monitor and ensure the fidelity of the processes. The building and district leaders meet twice a year to formally review the data and processes to determine areas for continued development and growth. In addition to the changes in the building culture and instructional practices, we have realized improvements in student outcomes. Our kindergarten end of year data increased from 58% benchmarked to 91% and second grade went from 50% to 78% in three years. Our teachers have had to change expectations of how children enter 1st -3rd grade, because each fall we have more and more students ready to learn the grade level content. This means our teachers can perform less review and move into grade level content sooner and we have more children able to obtain the grade level content without supports. We anticipate achieving similar lasting sustainable outcomes with this middle and high school initiative. We recognize that change is a process and we will need to provide continual support, planning and follow-
up by our leadership team to create a collaborative, problem solving culture in our middle and high schools over the next three years. We believe that we have built these into the grant. We have built in the tools and resources to build teacher leaders to champion the cause and become facilitators. We will transfer what we learned from our primary grade level implementation and provide similar internal and external supports and pressures to realize innovative instructional practices that occur in a blended learning environment to increase student achievement. We will see teachers that are data driven and providing opportunities for individualized and customized instruction in order to improve student learning and close the academic gap. Thus, preparing our teachers to teach in a 21st century environment and our students having their individual needs met, at their own pace and through a variety of learning opportunities.

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 year one, grades 7-12 teachers will be: provided with PD to expand their instructional practices to create effective learning opportunities to meet needs of individual students learn to apply practices in a site-based model experiment with practices in blending learning delivery models supported with an environment created where teachers are able to collaborate and experiment with the use of technology and innovative practices

In year two - five, grades 7-12 teachers will be: provided ongoing embedded coaching supported with schedules that will include peer planning and collaboration

**Spending Reduction in the five-year fiscal forecast**

**Utilization of a greater share of resources in the classroom**

The push of technology in the classroom. Teacher will now have the resources in the classroom the students need.

**Implementation of a shared services delivery model**

**Other Anticipated Outcomes**

Students will be better prepared for New Assessments.

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

- Yes
- No

*Explain your response*

The Blended Learning and Project Based Learning can be done anywhere with the technology needed, the professional development and support for the staff. I believe this is the way education is going.

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 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). Kim Wadas Assistant Superintendent Edison Local School District
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<th>Consortium Contacts</th>
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