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**Adjusted Allocation** | 0.00

**Remaining** | -404,741.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   ELIO - Empowering Learners and Individualizing Options

2. **Executive summary:** Please limit your responses to no more than three sentences.
   
   Disruptive innovations fundamentally transform a sector by replacing expensive, complicated, and inaccessible products or services with much less expensive, simpler, and more convenient alternatives. Blended learning is a disruptive innovation in education that can take many forms. This professional development focused proposal seeks to #1. Establish a progressive yet flexible framework for teachers to engage student growth, #2. Facilitate in the selection and/or creation of curriculum for content areas, #3. Train teachers, administrators and technology team in best practices for blended and online learning, and #4. Transform teaching from traditional classrooms to flexible and sustainable classrooms to meet district initiatives of raising graduation rate and overall student engagement.

   *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:**
   1732

   *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:** - Provide the following information:

   **First Name, last Name of contact for lead applicant**
   Kyle Wagner

   **Organizational name of lead applicant**
   Indian Lake Local Schools

   **Address of lead applicant**
   6210 State Route 235 N, Lewistown, OH 43333

   **Phone Number of lead applicant**
   937-686-8601

   **Email Address of lead applicant**
   wagnerk@ils-k12.org

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.*

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

Our current system of educating children is out of date and rigid. Arne Duncan, U.S. Secretary of Education said it best, "The factory model of education is the wrong model for the 21st century. Today, our schools must prepare all students for college and careers - and do far more to personalize instruction and employ the smart use of technology." Clayton Christensen states, "By 2019, 50 percent of all high school courses will be delivered online." Teachers struggle to speak digitally, live digitally, and thrive digitally. Many of our teachers were educated and were quite successful within four walls and struggle to see the benefits of educating outside of this setting. Many of today's students are not as successful as our current teachers were in the brick and mortar setting. Currently Indian Lake graduates 85% of its students. This number is low because IL cannot keep students entertained and actively engaged in a traditional classroom setting.

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

ELIO helps to solve these issues. ELIO will enable educators to grow confident and competent with technology-supported instructional tools and successfully teach in a blended environment through quality face-to-face and online blended professional development provided by PedEgogy Partners. Specifically, PedEgogy Partners will provide 6 years of professional development through a gradual release plan. In the first 2 years all teachers will take part in 4 face-to-face days of professional development. Over the next 4 years these face-to-face meetings will be replaced by online learning options with year 6 having just one day of face-to-face. PedEgogy Partners will administer Pre-training surveys to identify current needs of teachers. Using the surveys teachers will be divided into 4 learning groups based on current knowledge and comfort level, and they will stay with this group throughout the training for the year. Each year teachers will be evaluated and potentially regrouped depending on their learning level. PedEgogy Partners will focus on research-based trends and rationales for why blended and online education is valid and effective. They will provide small group instruction of blended and online best practices and technology tools. With the professional development, teachers will have a better understanding of today's learner and attributes of an effective blended or online teacher and student. Classroom management strategies for the blended and online learning environment will also be presented. PedEgogy Partners will also provide training within our Learning Management System. Instructional practices in the asynchronous and synchronous learning platforms will also be a focus of the professional development. The critical component of the PD is to ensure teachers are immersed in using digital devices and applications to deliver learning that aligns to students' real world experiences. ELIO is an entry point - but it's more than an entry point because we are continuing the PD over 6 years - for every teacher to come into the digital world, this project will restore the promise of a profession to personalize learning for every student. PedEgogy Partners will also provide teachers a way of "making better use of teacher and student time, using home or community spaces in addition to traditional school buildings, and integrate the reuse and large-scale distribution of materials" that promote individualized learning for all students. (SRI International) By offering multiple ways to educate and engage students through the increased use of technology in the classroom, IL hopes to keep students educationally engaged by offering a variety of ways for students to earn credits and in turn increase the current graduation rate from 85% to 100%. By improving the quality of classroom instruction through increased rigor and relevance in teaching episodes, IL will realize increased levels of student achievement on locally designed and vendor-developed benchmark assessments as well as state assessments in reading and mathematics.

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.)

The first goal selected for this project is to accelerate student achievement. Although ELIO is training for teachers, not direct instruction for students, teacher access and use of technology-supported "cognitive tools" has shown to significantly change teaching practice to expand active, engaged learning (Cavanaugh, et al, 2013). A study by Larry Cuban (2001) and confirmed by Abrami (2006) revealed that while teachers generally are frequent users of technology, they use devices and applications more for personal and administrative uses than for engaging students in learning activities. Several studies purport significant effect sizes in student learning when technology is used to supplement instruction (see Cohen & Dacanay, Hsu, Kuchler, Lee, Yaakub & Finch among others). The PD will also provide teachers a way of "making better use of teacher and student time, using home or community spaces in addition to traditional school buildings, and integrate the reuse and large-scale distribution of materials" that promote individualized learning for all students. (SRI International) By offering multiple ways to educate and engage students through the increased use of technology in the classroom, IL hopes to keep students educationally engaged by offering a variety of ways for students to earn credits and in turn increase the current graduation rate from 85% to 100%. By improving the quality of classroom instruction through increased rigor and relevance in teaching episodes, IL will realize increased levels of student achievement on locally designed and vendor-developed benchmark assessments as well as state assessments in reading and mathematics. The stated purpose of ELIO is to develop and implement a comprehensive blended learning professional development model
C) SUSTAINABILITY

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.

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.)

In addressing the second goal selected for this project, utilizing technology--supported professional development to teach teachers the technology skills to develop and design learning events with self-created content and open educational and subscription resources, as well as create collaborative communities through open source platforms, Indian Lake will considerably reduce costs associated with instructional programming, teacher professional development, and instructional resources. Over the five-year period, we expect to save $317,899 as a direct result of the implementation of this program. On average an overall savings of $63,579.80 per year FY16-FY20 is expected. This expected savings is a result from a reduction in 2 teaching positions, reduction in textbook costs and reduction in paper costs and consumables. As teachers continue to migrate from old models of face--to--face professional development and a reliance on hard copy instructional resources like textbooks and handouts and begin to use online modules and other moocs (massive open online courses aimed at unlimited participation and open access via the web) and flipped classroom structures where students use technology--supported devices to access readily available internet content and open source information, spending reductions in the five--year fiscal forecast directly related to PD and instructional resources will be realized.

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.)

ELIO will utilize emerging technologies and proven teaching and learning strategies through the use of cutting edge technologies, including iPads, clickers and individualized learning plans. This program will allow students to be immersed in high-level differentiated instruction that will support individualized growth. By utilizing valid and reliable diagnostic assessments and adding individualized Common Core aligned Math and English Language Arts resources, this project increases the resources available to our students and enables them to move beyond the traditional limitations of classroom and grade-level course work and into unique, specialized and personally defined curriculum. Through blended/flipped classroom strategies, students will develop 21st century skills such as online research skills, networking skills and improve written and verbal communication skills. Students will have opportunities to potentially take more classes online in collaboration with Bowling Green State University. The more courses available online, the more options students will have to individualize their learning plan. Potentially, as more students take courses online, there is a possibility of staff reductions and current ILS teachers will have more time to work one-on-one and in small group settings to further individualize student learning. Teachers will be provided high quality professional development by PedEgogy Partners to utilize online resources and implement flipped/blended strategies. Teachers will save time, as assessments will be online and grading and data collections become stream-lined.

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.)

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)
* Upload Financial Impact Table (by clicking the link below)
Upload Supplemental Financial Reporting Metrics (by clicking the link below)
Indian Lake Local Schools will utilize $404,741 of the FY 15 Straight A Grant for the following: personnel, purchased services for professional development and evaluation, capital outlay and supplies. Salary and benefits to cover the cost of stipends for summer work days and substitute teachers for 103 educators to participate in blended learning professional development equals $41,200. These costs include hiring substitute teachers at an average cost of $100 or paying teachers a stipend of $100 per day if training during the summer - these costs include retirement/benefits. Purchased services total $154,000 for 6 years of professional development. PedEgogy Partners will provide 4 days of training each in FY15-16, 3 days in FY17, 2 days in FY18, and 1 day each in FY19-20. Purchased Services also includes $5,000 - the amount for the evaluation services provided by PedEgogy Partners. Capital Outlay is budgeted at $195,541. Grant funds will be used to purchase 9 iPad carts with 30 iPads each - 3 carts per building. $6,750 will be used to purchase 270 cases. $63,880 will be used to purchase 40 Qwizdom clicker systems for use at the high school and middle school. The iPads and clickers will be used to help implement the blended learning programs developed through the PD. Supplies are budgeted at $9,000. Grant funds will be used to purchase $9,000 worth of vouchers to be used for various apps and software for the iPads to help implement the blended learning programs.

**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 the 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.**

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

**Overall average recurring costs per year through FY20 is $25,852. Anticipated recurring costs associated with the project include maintenance and replacement of mobile devices. Based on current research there is about a 3% replacement rate for mobile devices. Accordingly, it is estimated that fewer than 8 mobile devices at a cost of $399 each will be required at a maximum cost of $3,192 per year.**

- Average cost per year to maintain substitutes/stipends for professional development through FY20 is $22,660- these costs include retirement/benefits. FY16 there will be a total cost for stipends/subs for 103 teachers for 4 days of training in the amount of $41,200 or $100 per day per each teacher. FY17 there will be a total cost for stipends/subs for 103 teachers for 3 days of training in the amount of $30,900. FY18 there will be a total cost for stipends/subs for 103 teachers for 2 days of training in the amount of $20,600. FY19 there will be a total cost for stipends/subs for 103 teachers for 1 day of training in the amount of $10,300. FY20 there will be a total cost for stipends/subs for 103 teachers for 1 day of training in the amount of $10,300.

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

**Applications 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.**

- **Yes**

- **No**

63,579.80 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.

We will have a significant savings as a direct result of the implementation of this innovative project. From our research, these reductions represent a systemic evaluation of K-12 district programs and services of students that have resulted in a decrease of expenditures. The digitalization of the instructional process will allow for significant cost reductions in K-12 materials adoptions, such as textbooks, workbooks, and Common Core support materials. Additionally, we anticipate printing and consumable costs to show an increased reduction each year. On average an overall expected savings of $63,579.80 per year FY16-FY20. This expected savings is a result from a reduction in 2 teaching positions, reduction in textbook costs and reduction in paper costs and consumables. During FY15, there will be a savings of $20,725, which is achieved by the reduction of textbook purchases and printable and consumable reductions. FY16 a projected savings of $22,875, which is achieved by the reduction of textbook purchases and printable and consumable reductions. FY17 a projected savings of $31,475, which is achieved by the reduction of textbook purchases and printable and consumable reductions. FY18 a projected savings of $46,017, which is achieved by the reduction of textbook purchases and printable and consumable reductions. FY19 a projected savings of $33,625, which is achieved by the reduction of textbook purchases and printable and consumable reductions. FY20 a projected savings of $33,625, which is achieved by the reduction of textbook purchases and printable and consumable reductions.

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.

The total cost of the program implementation for our district from FY16-FY20 is $129,260 with a total savings to the district as a direct result of the implementation of the project proposal in FY16-FY20 is $317,899; with other combined savings of $419,577 by replacing higher paid staff with lower paid staff as they retire from FY16 to FY20 along with using federal grants to assist with professional development substitute cost and equipment replacement from FY16-FY20. In each of the five years of the grant's sustainability period, the expected annual savings are greater than the district's recurring costs for maintaining the project. We anticipate a net savings to our district of $608,216 over FY16-FY20 of the grant's sustainability period. The savings for FY16 is $201,573 based on replacement cost of 6 staff retiring causing a savings of $202,294 in salary and benefits, the total salary and benefit substitute cost for professional development of $41,200 (412 substitute days) is being offset by $20,000 in salary and benefits being paid by federal grants covering the cost of 200 substitute days and the replacement equipment cost of $3,192 is being offset by $796 in equipment replacement from a federal grant and savings in supplies by not purchasing textbooks and reduced paper/copy cost of $22,875 ($202,294-41,200+20,000-3,192+796+22,875 = $201,573 savings); FY17 savings is $190,099 based on reduction cost of 3 staff retiring causing a savings of $98,541 in salary and benefits, the saving of $82,679 in salary and benefits by the reduction of one staff member through attrition, the total salary and benefits substitute cost for PD of $30,900 (309 sub. days) is being offset by $15,000 in salary and benefits being paid by federal grants covering the cost of 150 substitute days and the replacement equipment cost of $3,192 is being offset by $796 in equipment replacement from a federal grant and savings in supplies by not purchasing textbooks and reduced paper/copy cost of $27,175 ($98,541+82,679-30,900+15,000-3,192+796+27,175=190,099 savings); FY18 savings is $146,748 based on replacement cost of 1 staff retiring causing a savings of $39,674 in salary and benefits, the saving of $190,745 in salary and benefits by the reduction of one staff member through attrition, the total salary and benefits substitute cost for PD of $20,600 (206 sub. days) is being offset by $10,000 in salary and benefits being paid by federal grants covering the cost of 100 substitute days and the replacement equipment cost of $3,192 is being offset by $796 in equipment replacement from a federal grant and savings in supplies by not purchasing textbooks and reduced paper/copy cost of $29,325 ($98,541+90,745-20,600+10,000-3,192+796+29,325=$146,748 savings); FY19 savings of $23,779 based on the total salary and benefits substitute cost for PD of $10,300 (103 sub. days) is being offset by $5,000 in salary and benefits being paid by federal grants covering the cost of 50 substitute days and the replacement equipment cost of $3,192 is being offset by $796 in equipment replacement from a federal grant and savings in supplies by not purchasing textbooks and reduced paper/copy cost of $31,475 ($-10,300+5,000-3,192+796+31,475=$23,779 savings); FY20 savings is $46,017 based on replacement cost of 1 staff retiring causing a savings of $20,088 in salary and benefits, the total salary and benefit substitute cost for PD of $10,300 (103 sub. days) is being offset by $5,000 in salary and benefits being paid by federal grants covering the cost of 50 substitute days and the replacement equipment cost of $3,192 is being offset by $796 in equipment replacement from a federal grant and savings in supplies by not purchasing textbooks and reduced paper/copy cost of $33,625 ($20,088-10,300+5,000-3,192+796+33,625=46,017 savings). Savings by FY16:$201,573 + FY17:$190,099 + FY18:$146,748 + FY19:$23,779 + FY20:$46,017=Total savings: $608,216.

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:
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**: February 2014 - July 2014

| * List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities). |
| District leaders met to review needs aligned to the Straight A Fund grant and the need for blended learning 2/14. The planning timeline is as follows: 1. Communication with all stakeholders in the district including Board of Education, teachers & union, parents, administrators, and the community is necessary to understand the need for professional development. Communication planning will address the need to incorporate blended learning into all classrooms, as well as the district's support to assist each and every teacher to become more fluent with technology 3/14. 2. Professional development plan will be completed with input of stakeholders, e.g. online, face-to-face, and blended, offering a model of supports and services to teachers. 3. Needs assessments for teacher competencies and efficacy will also be administered, as well as to administrators and paraprofessionals. Device selection by stakeholders i.e. board, community volunteers/experts and other district staff will reflect considerations of anticipated PARRC assessment requirements and the need to be wise stewards of public dollars 7/14. |

| * Anticipated barriers to successful completion of the planning phase |
| Anticipated barriers may include: Primary in the research was the need for professional development as the first step to any effective implementation and to remove the barriers of teachers who may be fearful of the technology and expected changes in practice. By being part of the planning team, any additional barriers of time and input should be addressed 6/14. Another potential barrier is the technology chosen for use and implementation. Some teachers/students may be reluctant to use specific brands/systems. |

18. Implementation - Process to achieve project goals

- **Date Range**: July 2014 - May 2015

| * List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination). |
| PedEgogy Partners (PP) outlines 6-year plan and meets with key decision makers to establish specific learning objectives for teachers to meet district initiatives. PP establishes teacher groups through pre-training surveys 7/14. Steering Committee meeting to discuss and approve PD plan as outlined by PedEgogy Partners. PP begins implementation of face-to-face trainings 8/14. District-wide staff development day 1/16/15 to review progress and implementation. Steering Committee meeting and progress monitoring after district-wide staff development day. PP concludes face-to-face trainings for FY15 5/15. Steering Committee meeting and progress monitoring 5/15. |

| * Anticipated barriers to successful completion of the implementation phase. |
| Anticipated barriers may include: The grouping of teachers for professional development, community buy-in with increased use of technology, and technology reliability. |

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

- **Date Range**: May 2015 - August 2015

| * List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones). |
| PedEgogy Partners collects FY15 implementation assessment of teacher knowledge, skills, and dispositions 5/15-6/15. PP analyzes growth areas for ILS teaching staff that complete training in online blended pedagogy. PP will identify areas that need re-teaching among staff that complete training in online and blended learning 7/15. PP will establish measurable goals for future training sessions in FY16-FY20, 8/15. This evaluation process will occur every year through FY20. |

| * Anticipated barriers to successful completion of the summative evaluation phase. |
| Anticipated barriers may include: Teachers still uncomfortable with use of technology in the classroom, teachers who do not like the process/overwhelmed, community members still not buying in and students reluctant to try online learning. |

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:

Expected instructional changes: Teachers will utilize training and PLCs to create lesson plans that incorporate tablets/laptops using blended/flipped instructional strategies. The expansion of online learning opportunities will provide more options for students at Indian Lake. Teachers will fill a facilitator role, rather than a direct instructional role. Students will become more invested in self-directed learning. As students become more comfortable with technology for instruction and teachers become more comfortable with blended/flipped instructional strategies, less paper and pencil activities will be used thus reducing the use of duplicated worksheets/workbooks. Students will improve
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 is solved.

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.

The single biggest problem facing education today is that many educators speak an outdated language of the pre—digital age and are struggling to teach a population that speaks an entirely new language (Prensky, 2001). Many of today's students are digitally fluent and they are used to receiving information quickly. They prefer parallel process and multi-tasking, and they prefer graphics before the text rather than the opposite. Digitally fluent students function best when networked and thrive on instant gratification and frequent rewards. Unfortunately, many teachers assume learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid. Today's learners are different. Blended learning offers what education technologists have long promised: greater personalized student learning and improved school efficiency. At a time when technology is progressing at the speed of light, students are often more adept with cell phones, tablets and computers as engaging learning tools than teachers. Unfortunately, in a time of unprecedented simultaneous shifts in standards, assessments, accountability and teacher evaluation, little time is left in conventional professional development schedules or during individual professional growth opportunities to "learn the technology" in order to meet students where they are. Often teachers are intimidated by the multitude of programs and applications rather than understanding how technology may make their lives simpler and help them to be more effective and efficient teachers. As reported in the Journal of Teacher Education in August, 2013, online teacher professional development has the same effect on student learning and teacher behavior as more traditional face-to-face models. The study's findings provide further evidence that online teacher professional development can be a viable alternative to the traditional model. This new flexible, asynchronous model of teacher development not only provides the capacity of many teachers who struggle with technology, with that of those who are digitally fluent, 21st century students who have spent their entire lives immersed in personal computing. Admittedly, this innovative project will not change the world. In fact, this project is an admission that the world has changed. We cannot wait for teachers who are struggling with the digital world around them to naturally assimilate to the digital learning environment. Current teacher practices and traditions that do not utilize technology will remain unless we do something to accelerate their digital learning and actively support their efforts to achieve digital fluency and cultural competency. The ELIO project will significantly enhance the trajectory of more than 1700 students to be positioned to embrace the opportunities of rapidly changing work and post-secondary education environments by helping their teachers assimilate to the digital culture more quickly and efficiently so they can better support learning.

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.

Michelle Miranda, Nicole Shrock, and Julie Otten PedEgogy Partners 10105 Corona Lane Plain City, OH 43064 513-300-5752 or 419-446-2484 michelle.miranda@pedegogy.com or nicole.schrock@pedegogy.com or julie.otten@pedegogy.com This will be an external evaluation.

* 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).

The training partners at PedEgogy have agreed to implement an evaluation plan throughout this project. Long-term objectives include district-wide transition courses to blended instruction, and some courses to online instruction, with instructors and curriculum in place to sustain flexible and accessible education experiences for all learners. Short-term objectives include training course instructors in the use of a school-chosen LMS, in application of pedagogically driven technology use, and the transition of traditional courses to blended and online contexts.
Prior to training and implementation, PP will poll staff for current knowledge and comfort level with online and blended methods and technologies. An optional technology assessment will be completed as needed. Data will be tracked through a spreadsheet of responses collated from poll and optional technology assessment. Midway through training staff will be surveyed using the original survey for self-assessment following every session. The technology assessment will continue to be used as needed. A faculty project progress evaluation will be given based on a rubric for course conversion in alignment with Quality Matters rubric for assessing online courses (following mid-point session, ie, session 2 of 4). Data will be tracked through spreadsheet of responses collated from poll; additional spread sheet tracking using scored rubrics; formative feedback from consultants for continued progress goals, including opportunities for tiered instruction and re-teaching. Post training evaluations will include the original staff survey and technology assessment (as needed), as well as having staff members submit final course projects. Rubrics will be applied to projects for “scoring.” Data tracking of poll results with additional rubric final scores will be given. Summative feedback from consultants will also be given for future goal setting.

* 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.

Per survey results, tiered instructional offerings (review and re-teaching opportunities through self-paced and guided practice) will be given for those behind schedule in meeting district objectives. Tiered instructional offerings will also be provided for peer leaders who are advanced, wishing to move forward to train within the district. Re-evaluation of district objectives, timelines and plans for future professional development will be assessed.

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 current proposal presents an exceptional opportunity for how the district will be able to institute a digital culture on a large scale. With access to the materials and resources developed through this grant, current and future teachers will be able to seamlessly transition from subject to subject and grade level to grade level using online coursework created through professional development. The district plans to implement professional development in an efficient (time and resource dollars) and effective manner. Given district implementation of the PD, IL will observe that teachers who participate in PD will demonstrate competence in the use of technology for a blended classroom or flipped classroom as described in the recent literature, online learning and teaching opportunities for innovative learning experiences and the development of autonomous learning skills (Laurea, 2012), improved opportunities for student -teacher and student- student interaction, as well as stimulate students’ reflection and independence(Laurea, 2012), students will access instructional content, resources anytime, anywhere, students and teachers will exhibit motivation through engaged activities with mobile devices to support learning, families will show increased involvement in their students’ education. Technology has changed how most every industry operates. Students should not have to suffer the isolation of fully -online learning to take advantage of leading -edge instructional tools. QUANTIFIABLE MEASURES OF GRANT OUTCOMES Long term measurement data will be collected during and after the grant period concludes and will include a study of the number of students who enroll in online learning classes and graduation rate. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/ flipped lessons. ELIO will have substantial value and lasting impact through a continuation of the project objectives and activities that: Develop a continuum of online learning opportunities for students in grades K-12; Increase opportunities for college and career readiness through a blended learning environment; Better prepare teachers to implement flipped and blended classroom strategies through professional development and opportunities for collaboration with other teachers; Better address needs of all students by identifying individual needs and interests and providing greater access to online services and coursework. The activities of ELIO are sustainable by school personnel who are already in place, have completed training on flipped/blended strategies, and through communication modes that have been established such as webpages, blogs, and PLCs. All of these activities will establish a new school climate that provides online opportunities for all students and includes the use of technology daily to aid every student to improve academic and technology skills and to become better equipped and prepared for college/ career. Equal access will be available to all students regardless of their abilities, disabilities, learning styles or interests. CONTINUATION OF THE PROJECT ELIO produces several outcomes that can be sustained beyond the grant period. Through the partnerships, PLCs, and other grant activities connections, collaborations, and a means to easily communicate will be established. By virtue of their design, the PLCs create a shared vision and purpose among participants which establishes rapport among colleagues, establishes a common language about the initiative making teachers feel empowered to implement the new strategies. The expectation for technology to be used daily in the school community is strengthened by the establishment of School Board Policy for Responsible Use and by providing the infrastructure and hardware capable of meeting the ever changing and increasing needs of teachers and students.

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

Specific benchmarks related to "Goal 1: Student achievement" include: By FY15, 70% of teachers in the ILS district will demonstrate increased knowledge, skills, and competencies that promote technology-supported, personalized learning based on an annual self-assessment of technology skills. That number will increase by 10% per year until 100% is achieved in 2018. By 2015, 50% of ILS teachers will demonstrate competence in delivering instruction through a blended model and through a flipped classroom incorporating elements of online learning aligned to QM's national benchmarks as observed by district and building leaders and reflected as evidence in Ohio Teacher Evaluation System (OTES) data collection instruments. That benchmark will increase to 65% in 2016, 80% in 2017, 90% in 2018, 100% in 2019. In the spring of 2016, students in ELIO classrooms where blended learning strategies are used, will exceed expected growth. By 2019, students at ILS will outperform their peers in non-blended, classrooms. In the spring of 2016, classrooms, where blended learning strategies are used, will exhibit improved PI scores from the previous year. By 2019, students in ELIO classrooms will outperform their peers in non-blended, classrooms. ILS graduation rate will reach 100% by FY20. This benchmark will be achieved by increasing the graduation rate by 3% starting
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

Our model for implementation can be fully replicated by districts. We will provide access to our working documents and grant proposal research and data, enabling any building or district to apply our processes to meet the needs of their own student population. Full access to a site visit with administration, teachers, and parents would also be made available to those interested in replicating our project. In order to replicate our process, a school or district would need to research our proposal and identify their own technology capabilities, assessment resources, stakeholder interest, financial sustainability and district-level commitment to the initiative. Our project implementation timeline would provide districts the necessary framework to adapt the process to the scale of any building or district.

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 Kyle R. Wagner, Curriculum Director Indian Lake Local Schools April 17, 2014.
No consortium contacts added yet. Please add a new consortium contact using the form below.
### Partnerships

<table>
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<tr>
<th>First Name</th>
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<th>Telephone Number</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Michelle</td>
<td>Miranda</td>
<td>513-300-5752</td>
<td><a href="mailto:michelle.miranda@pedegogy.com">michelle.miranda@pedegogy.com</a></td>
<td>pedEgogy - Integrated Education Consultants</td>
<td>10105 Corona Lane, Plain City, OH, 43064</td>
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<td>Nicole</td>
<td>Schrock</td>
<td>419-446-2484</td>
<td><a href="mailto:nicole.schrock@pedegogy.com">nicole.schrock@pedegogy.com</a></td>
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<td>10105 Corona Lane, Plain City, OH, 43064</td>
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<tr>
<td>Julie</td>
<td>Otten</td>
<td>513-328-2356</td>
<td><a href="mailto:julie.otten@pedegogy.com">julie.otten@pedegogy.com</a></td>
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<td>First Name</td>
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<tr>
<td>Patrick</td>
<td>O'Donnell</td>
<td>Superintendent</td>
<td>To oversee all aspects of implementation from planning to final evaluation and to ensure all assurances outlined in the Straight A Assurances are maintained.</td>
<td>Has over 6.5 years of Superintendent experience. Also has 9 years administrative experience in various roles and an additional 9 years teaching experience. Active member of the District Leadership and Race to the Top teams.</td>
<td>The following grants were completed while Mr. O'Donnell was Superintendent at Sidney City totaling approximately $8 million: 1) School Safety and Drug Prevention 2) Elementary and Secondary School Counseling Grant 3) The Sustainability Grant for Health 4) The Challenge Grant for Alternative Education 5) The WIA Grant for the Opportunity School 6) United Way for the Parent Project 7) Shelby County Community Foundation for the Parent Project 8) Emerson Technologies 9) Cargill for the Parent Project 10) Cargill for the Opportunity School 11) 21st Century 2005 12) 21st Century 2009.</td>
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<td>Melissa</td>
<td>Mefford</td>
<td>Intervention Specialist</td>
<td>To be the lead contact person in working with all outside entities - mainly working with PedEgogy Partners. Will be responsible for setting all dates and securing all locations for PD.</td>
<td>Has 8 years experience as an intervention specialist. Has 5 years experience as an Ohio First/Pathwise Praxis Mentor. Also holds a Principal's license. Has 3 years experience in the United States Army as a Track Vehicle Repairer.</td>
<td>Has directed the following initiatives: 1) Butler Rural Foundation grant - technology grant for students with multiple disabilities. Budget $780. 2) Middleton Community Foundation - created Freshman Focus - a mentoring program for freshman. Budget $10,000. Army experience - Supervised and performed direct support and general support maintenance on track vehicles; supervised maintenance on wheeled vehicles, material handling equipment and chemical equipment. Was responsible for over $100,000 worth of tools and equipment with no losses.</td>
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<td>Rob</td>
<td>Underwood</td>
<td>High School Principal</td>
<td>To oversee all goals, professional development and evaluation within the high school building.</td>
<td>Has 5 years of high school administrative experience, 5 years of high school teaching experience. Current Township Trustee President - elected 2007, served 6 years as an Upper Scioto Valley Ambulance District Board Member, owner of 3 local businesses. Active member of the District Leadership and Race to the Top teams.</td>
<td>Recently implemented Dual Enrollment Courses in cooperation with local universities, evaluated all teachers FY14 using the OTES rubric and aided in the implementation of Student Learning Objectives (SLOs), helped create credit recovery program for at-risk students, and a current member of the District &amp; Building.</td>
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<td>Molly Hall</td>
<td>Elementary Principal</td>
<td>To oversee all goals, professional development and evaluation within the elementary building.</td>
<td>Has 3 years administrative experience as building principal at the elementary. 8 years of teaching experience in various roles throughout the district. Active member of the District Leadership and Race to the Top teams.</td>
<td>Has directed the following initiatives: AAUW Logan County Branch Building Grant through Logan County ESC- awarded $1000 also IXL Math grant - awarded 160 student licenses. Evaluated all teachers FY14 using the OTES rubric and aided in the implementation of Student Learning Objectives (SLOs).</td>
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<td>Gene Gooding</td>
<td>Middle School Principal</td>
<td>To oversee all goals, professional development and evaluation within the middle school building.</td>
<td>Has 10 years of administrative experience as a building level principal at various levels. Also has 6 years experience as a teacher in various grades. Active member of the District Leadership and Race to the Top teams.</td>
<td>Was a member of the teams for the following grants in Shelby County: WIA Grant for the Opportunity School and the 21st Century Grant in 2009. Evaluated all teachers FY14 using the OTES rubric and aided in the implementation of Student Learning Objectives (SLOs).</td>
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<td>Ron Borgerding</td>
<td>Technology Coordinator</td>
<td>To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance.</td>
<td>Has 16 years of experience as the lead technology coordinator.</td>
<td>Experience in supporting technology initiatives and grant projects within the district. Successfully implemented and maintained all technology purchased through an ARRA Stimulus technology grant totaling more than $400,000.</td>
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<td>Kyle Wagner</td>
<td>Curriculum Director</td>
<td>To oversee all goals, reports, purchasing, professional development and evaluation of the grant.</td>
<td>Has 3 years of experience administering federal, state, and local grant programs including Race to the Top, Title and Special Education programs. Has 6 years of administrative experience as building principal at the elementary. 6 years of experience teaching in the middle school. Active member of the District Leadership and Race to the Top teams.</td>
<td>Has personally directed the following initiative: Race to the Top for Indian Lake Local Schools. Budget $305,000. Federal Grants Coordinator - oversees all Title and Special Education grants totaling more than $1 M.</td>
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<tr>
<td>Michelle, Nicole, Julie Schrock, Otten</td>
<td>PedEgogy Education Consultation Partners</td>
<td>To equip and enable teachers for online and blended learning and for the creation of teacher trainers, evaluate the training process to offer goals and create modifications for future training.</td>
<td>All currently hold a Masters degree, a combined 17 years of online teaching experience in middle school through college, regular ed and special ed; 24 years brick and mortar; 6 years of college course instruction in online and brick and mortar settings; offered PD to other district teachers for blended and online training, as well as designed and taught online pedagogy courses at the university level; have written effective online curriculum for high school students; created original college curriculum for teachers and future teachers in the areas of literacy, writing practice and theory and</td>
<td>See Qualifications for Prior Relevant Experience.</td>
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<td>Coleen Reprogle</td>
<td>Treasurer</td>
<td>To serve as the fiscal lead of the grant. To oversee/coordinate all grant activities, all fiscal reporting and to complete all summative evaluations, in conjunction with the outside evaluator of the project. Also, to ensure all assurances outlined in the Straight A Assurances are maintained.</td>
<td>Has 16 years of experience as head treasurer with local/state/federal grants including Title, IDEA, and ARRA grants.</td>
<td>Effective, efficient management and involvement with other competitive grant programs. RttT, Title 1, Title VI-B, Special Education Part-B IDEA, ARRA.</td>
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