

Budget

Clear Fork Valley Local (049411) - Richland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (74)

U.S.A.S. Fund #: 466

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	65,758.23	0.00	65,758.23
Support Services		0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	3,000.00	0.00	65,758.23	0.00	68,758.23
							Adjusted Allocation	0.00
							Remaining	-68,758.23

Application

Clear Fork Valley Local (049411) - Richland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (74)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
i-BASE Butler Elementary (implement Begin Academic Success Early)

2. Project Summary: Please limit your responses to no more than three sentences.
i-BASE will implement a program designed to improve student achievement in ELA and Math through a rotation model of blended learning.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	K	1	2	65 3
64 4	63 5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	K	1	2	46 3
65 4	64 5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	K	1	2	51 3
46 4	65 5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	K	1	2	41 3
51 4	46 5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	K	1	2	55 3
41 4	51 5	6	7	8
9	10	11	12	

Year 5				
Pre-K Special Education	K	1	2	55 3
55 4	41 5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

We believe this program has the potential to impact students in kindergarten through second grade. Professional development will be available to all teachers at all grade levels and students in grades K-2 have access to iPads. Our district believes we achieve higher standards by helping one another, so when a teacher finds something appropriate for a different grade level it will be shared. This will result in changes in learning for our kindergarten, first grade and second grade students. Through professional development, team building and everyday communications, teachers will share web sites, programs and applications to use in their classroom for the benefit of all. This program has all the necessary components to be replicated in kindergarten through second grade with a very high likelihood of success.

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

First and last name of contact for lead applicant
Cindy Kochheiser

Organizational name of lead applicant
Butler Elementary

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

Phone Number of lead applicant
419-886-2956

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

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

In 2010 we created a team of community members, students, parents, administrators and teachers to develop a plan to implement blended learning in our district. Comparing a student's education to three phases of construction, our team determined that students need a strong foundation (BASE) to learn, a robust support system (BEAM) to grow academically and a solid development process (BUILD) to gain knowledge. Three programs were designed to transform our traditional model of instruction into one that provides an innovative, personalized learning environment that engages and empowers each student. I-BASE (implement Begin Academic Success Early) introduces blended learning at the elementary level, i-BEAM (implement Blend Education Around Me) supports blended learning at the middle school level and i-BUILD (implement Build Upon Individual Learning Daily) advances blended learning at the high school level. In 2012, through a grant from the Ohio Board of Regents, we received funding to implement i-BEAM. Sixth grade students were the perfect group to begin our blended learning transition with. We saw 39% growth in student achievement in Math that year, and all subjects indicated significant student improvement. In 2013 we added 7th grade to the program, and in 2014 we added 8th, with very successful outcomes. In 2015, Straight A

funds allowed us to expand blended learning into our high school with our i-BUILD program. This gave students in grades 9 through 12 the opportunity to learn at their own pace in a rotation model of blended learning using Schoology. The timing was perfect for this implementation because it provided an opportunity for the first class of blended learners to continue with the program in the high school. This fall freshman teachers were amazed at how much further along students were in their learning compared to the previous year's freshman class. Our data proves that what we are doing is working and we are confident we are meeting program goals.

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

It is critical we implement the third and final program of our plan. The academic growth of Butler Elementary students is at risk in the content areas of ELA and Math without a program in place to begin blended learning earlier. This will extend existing 1:1 initiatives occurring in the middle school and high school where our students are thriving. Analysis of short and long term data assessments show our current blended learning programs are significantly improving academic achievement among our 6th through 12th grade students. The average student growth for this population is 10% for ELA and 7% for Math when comparing current data to what was collected a year ago. A program is needed in grades 3, 4 and 5 to introduce blended learning sooner so this progress can begin earlier. It is essential that we implement a program targeting ELA and Math that is specifically designed to give students a strong foundation for academic growth through blended learning. The current data released from 2014-15 state tests in grades 3, 4 and 5 show a 37-55% proficiency rate in ELA, and a 27-62% proficiency rate in Math. The acquisition of the grant will provide opportunities for individualized targeted instruction through blended learning to increase student achievement. We propose to implement a rotation model of blended learning in our elementary curriculum that will give students an opportunity to start blended learning in the third grade. I-BASE will allow students to learn in a rotating, fixed schedule of blended learning that includes learning online in a one-to-one, self-paced environment as well as an opportunity to be in a classroom with their traditional face-to-face teacher. We will use Straight A funds to purchase 1:1 Chromebooks for students in grades 3, 4 and 5. The devices will be used at school to expand learning in group collaboration, small group instruction and online group activities while developing technology literacy. This program will give students an opportunity to excel, providing "just-in-time" intervention as needed. Learning will focus on the individual student through existing programs such as Accelerated Reader and Study Island that specifically targets ELA and Math. In addition, teachers will prepare quality online content, delivered through Schoology, to further engage students in their learning. We will partner with Mount Vernon Nazarene University and Ashland University student teachers who are placed at Butler Elementary school to embed digital content in our online lessons from open education resources through Kahn Academy, You Tube for Education, iNACOL, CK-12, InfoOhio, PBS and Google Apps for Education. We will provide professional development so our teachers can re-engineer their practices, assumptions, routines and expectations to take full advantage of the new tools at their disposal in ways that match how students learn. We want to make sure the additional technology promotes good teaching and learning for all students. We know from our current programs that blended learning reaches all types of learners; visual, kinesthetic, auditory, and linguistic. Students will have the ability to move at their own pace because online learning is flexible. Teachers will be able to provide students with interactive activities that meet Ohio's learning standards and support individual student needs. I-BASE will provide the foundation for our students' achievement through blended learning so progress can continue in middle school and high school.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

We will meet the student achievement goal by offering a program that increases proficiency rates, provides personalized instruction, improves time management and time spent on task and supports group collaboration. The desired outcome of our program will be targeted instruction that focuses on the individual student's learning needs and increases proficiency in ELA and Math. In five years, our project aims to achieve significant student growth in all core content areas. In order to measure the success of our program, we will collect pre-test and post-test comparative data prior to program implementation. This data represents foundational knowledge at the beginning of the course. At the conclusion of the course, a post-test will be given to measure student growth. By implementing i-BASE at the beginning of the school year (September 2016), we will have a direct data comparison to evaluate the programs effectiveness. Our goal is to increase each students academic achievement in all core content areas by 10% yearly. We believe blended learning is the ideal instructional model to accomplish this goal because it allows students to move at their own pace.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

For outcomes to be met, we are assuming early diagnosis and intervention is needed to determine present levels of student performance so effective instruction can be planned and implemented. Teachers will actively engage with the professional development and create blended learning lessons for their students. Students will be comfortable and contribute to the online learning forums developed by their teachers since most of our students are digital natives. As teachers utilize technologies to automate or eliminate time-consuming tasks, they are able to more effectively differentiate the instruction and spend more time with each student.. (Davies, Dean, & Ball, 2013). Having access to 1:1 Chromebooks, students will be able to spend more time in Study Island and Accelerated Reader, as well as engage in rich online content, designed to promote learning through the learning management system Schoology.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

In a study conducted in 2010 by Means et al, there was evidence that blended learning generally leads to higher scores on summative and formative evaluations than fully online or face-to-face classes. (McCue, 2014). "As an instructional tool, technology can facilitate learning in a number of ways ... presenting content and assessing achievement." (Davies, Dean & Ball, 2013). Analysis of assessment data from our current blended learning programs indicates a positive effect on student growth and academic achievement in these areas. We are seeing significant increases in the number of students showing improvement. In one example the percentage of students receiving a passing grade in eighth grade ELA jumped 23% when comparing last year's data at the end of quarter one to this year's end of quarter one data. In other examples sixth grade Math jumped 10%, Algebra I jumped 17% and English 9 jumped 11%. In parent and student surveys, we learned that students having the ability to learn at their own pace contributed immensely to their success. In a survey developed by C H

Smith and Associates, conducted this past fall, we learned that 78% of students surveyed in grades 6 through 12 believe having access to a Chromebook will greatly increase their ability to learn and complete assignments. Online assessments will provide immediate feedback that will empower students and teachers to know exactly what is needed in order for students to succeed. Studies by Cizek (2010), Keefe (2007) and Marzano (2009) validate integrating technology to enable assessments. Technology-enabled assessments can help instructors obtain diagnostic and formative information about students in order to customize instructions. This allows instruction to be differentiated or personalized for individual students. When feedback is received on students' mastery of specific skills, students can better direct their own learning efforts.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Each teacher will administer the Study Island pretest assessment for ELA and Math to obtain baseline data for each student at the beginning of the school year. Study Island is designed to prescribe intervention lessons based on test results. Each teacher will monitor and adjust lessons based on student needs and progress. At the end of the school year, teachers will administer the Study Island post test assessment for ELA and Math to measure student growth. For ELA a similar process will occur. At the start of the school year, each teacher will administer the STAR reading assessment to determine the student's reading level. The program measures strengths and weaknesses for comprehension, fluency and vocabulary. Based on STAR data, teachers will use Accelerated Reader to promote student achievement in reading skills. At the end of the school year, each teacher will administer the STAR reading assessment to measure student growth. Additionally, each teacher will develop online content that enhances purchased software, delivered through the learning management system Schoology. Teachers will develop Schoology content at their own pace, however, the building principal and lead teacher will monitor progress to ensure blended learning is expanding.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

We will use direct and indirect measures to collect quantitative and qualitative data to evaluate the impact our program has on our project goals. We will use several different sources of data to increase the probability that the findings present an accurate picture of our program. Strong assessment plans rely on a mix of direct and indirect measures. Indirect measures used to evaluate the project will include data from surveys of students and parents, attendance rates and retention rates. Direct measures we will use to evaluate our project will include formative and summative assessments through pre and post tests, quizzes, and verbal questioning. Progress will be measured through specific indicators such as increasing proficiency on state assessments which are given in the spring each year. STAR and Study Island assessments will also be used to provide valid, reliable, actionable data through practice, immediate feedback and built-in remediation to improve students' performance in reading and mathematics. Student achievement will be measured by increasing percentage of proficiency on state mandated assessments each year. Teachers will also be required to administer the STAR reading assessment at the beginning of the school year and the end of the school year in order to measure student growth over the course of the year. Teachers will also administer the Study Island beginning of the year and end of the year assessment in ELA and Math as evidence of growth made over the course of the school year.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Teachers will make program adjustments as needed by evaluating qualitative and quantitative data collected for short term and long term assessments. This may involve adjusting the online content in the Schoology lessons or assigning different content in Study Island in order to meet the individual student's needs. The grade level lead teacher and principal will have the responsibility of making sure the project stays on track. If outcomes are not being met, one of the first things we will do is meet as a team to determine the reason(s) why and we will develop an action plan that appropriately addresses the situation.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

I-BASE will reduce budgeted expenses in our equipment replacement cycle for the 5-year fiscal forecast. We will gradually reduce our classroom workstation inventory over a five year period. This will greatly reduce expenses in the equipment replacement budget. We will remove 36 student workstations that have reached their end-of-life from the 3rd, 4th and 5th grade classrooms. This will generate a total cost savings of \$28,800 in the replacement cycle budget (36 x \$800). We will also remove a single laptop cart with 30 laptops that have reached their end of life. This will generate a cost savings of \$15,000 in the replacement cycle budget (30 x \$500). This program will save Butler Elementary school \$43,800 over the next five years or \$8,760 annually.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

Transition to Chromebooks in the classroom instead of workstations produces financial efficiencies. Digital resources offer a more efficient way to store and retrieve data and information than current hard copy printouts. Digital resources are equivalent to or better than outdated textbooks we currently use.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Based on our own experiences from our existing programs, we know that Chromebooks are becoming more affordable. A year ago the quote for the same device we are proposing for this program was \$75 more than it is today. We can replace four Chromebooks for the cost of replacing one pc. Chromebooks save boot up time, require less maintenance and they are much easier to manage than pc's. It is hard to put a number on the amount of time Chromebooks save IT staff and the end user, but we know from our current program this is the case. Chromebooks boot up in 7 seconds as opposed to the pc that takes 5 minutes. Chromebooks have the Chrome OS so nothing can be downloaded to cause viruses or file exceptions. Google Apps, cloud storage, security, speed, upgrades and connectivity are built right into the Chrome OS, making the device much more efficient to manage from a time perspective.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

A technology budget is prepared at the end of every school year to be used for purchases in the coming year. The replacement cycle budget for Butler Elementary will be reduced by \$8,760 annually. Thirty-six slow, inefficient workstations will be removed from classrooms at a replacement cost of \$800 each (\$28,800). Thirty laptops that have reached their end of life will be removed from inventory at a replacement cost of \$500 each (\$15,000). The total cost savings for this reduction in inventory will be \$43,800 or \$8.760 each year for five years.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

The Treasurer and the Director of Technology monitors monthly expenses for equipment purchases. A monthly budget summary is provided to the Director of Technology, who manages technology purchases. Annual expenditures will be reduced and reported on in the Financial Detail report for the equipment expenditures for Butler Elementary. All equipment purchase data is recorded by the Treasurer and tracked by the Treasurer and Director of Technology.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We are prepared to alter the course of our project if assumptions prove false or outcomes are not realized by evaluating the budget and expenses made for equipment purchases. We will meet as a team to discuss potential efforts to meet the goal.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

We will change the ratio of students to devices from 5:1 to 1:1, equipping each classroom with a Chromebook cart and 25 devices. We will alter professional development for teachers to allow for reengineering of practices and routines to increase time efficiency. Partnering with Mount Vernon Nazarene University and Ashland University student teachers, increased collaboration will exist to create content for blended learning. In five years we expect to achieve expanded blended learning opportunities for our kindergarten through grade two students. We desire to add partners to our program by inviting other local universities to participate. The Technology Department will see an increase in bandwidth, wireless connectivity and device performance, all indicators that resources are expanding in the classrooms.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

Providing 1:1 Chromebooks will allow blended learning to be possible, giving students the ability to achieve through personalized, individual learning. This will give 1:1 access for online learning all day long. Quality professional development will give teachers the confidence they need to successfully implement blended learning. MVNU and AU student teachers will be placed at Butler Elementary. Our current bandwidth is sufficient to meet the demands of adding wireless devices to classrooms.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

We know from our current program students will achieve academically because of blended learning and having access to 1:1 devices to use. We also know our teaching staff who have been through professional development training have the skills and confidence needed to be successful implementers of blended learning and meeting each child's individual learning needs. We have a history of partnership with MVNU and AU with regard to student teacher placement. Our current high school program uses this arrangement for partnership and the results have been positive. Student teachers have used their experience in our district to sell themselves in job interviews with a high degree of success.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

According to the state report card for Butler Elementary, our instructional spending percentage is 71.4%. The district's Per Pupil Instructional Percentages are projected to increase slightly due to an increased amount of capital invested for instructional purposes. In each of the nine classrooms, four workstations valued at \$3200 will be replaced with 25 individual Chromebooks valued at \$5,000, causing the per pupil expenditures for technical equipment to increase by \$1,800 per classroom in grades 3, 4 and 5.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

The Technology Department staff will evaluate internet usage reports, internet speed tests and the Chrome management system console to monitor progress toward our program's desired outcomes. Internet usage should increase. More students will log into Google Apps for Education. The number of devices connected to our wireless access points will go up.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In the event we don't meet the desired outcomes of utilizing a greater share of resources in the classroom for this project, we will meet as a team to discuss potential changes so the desired goal will be met. We will brainstorm "what if" scenarios and implement changes as needed to ensure our program remains on track.

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

Sharing resources between Butler Elementary teachers and the student teachers from Ashland University and Mount Vernon Nazarene University will have a significant increase in quality and quantity of online lessons we will use for instruction. As part of their curriculum in

college, student teachers will create online lessons aligned with Ohio's new learning standards that will be incorporated in blended learning instruction for classes at Butler Elementary. In five years our project aims to achieve an expanded, collaborative database of shared lessons. We expect digital collaboration beyond our initial partners for shared accessibility, including local, county, regional and statewide participation. Our database will be organized by content and grade level and will allow best practices to be utilized in all participating districts beyond our local entity. This clearing house of blended learning lessons will be made available to all partners.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

MVNU and AU must have student teachers placed at Butler Elementary school. Shared services will include peer-to-peer training and mentoring of new teachers into blended learning. Google Drive is the ideal platform to facilitate the sharing of services and resources. This will allow for lesson plans to be compiled in a central bank. Current teachers and student teachers will upload full lesson plans that will include the blended lesson, assessments, supplemental materials, learning targets and guidelines for instruction. This collaboration with student teachers will be required as part of their curriculum responsibilities and it will be directed by university supervisors.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

This shared service delivery of online content will increase efficiency among our staff as they will work with the student teacher to ensure the prepared online lessons meet the Quality Matters rubric. This opportunity is a triple win for everyone involved in our program. Our students benefit from the engaging, creative content created by the student teachers, our teachers benefit because it will save them time since the student teachers will gather the material and embed it into the online lesson, and the student teacher benefits by learning how to teach in a blended learning environment where they will receive helpful feedback about the lessons they prepare. We know from our current program at the high school, this shared service delivery model works well. We have developed a public database of Schoology lessons that we share with other districts.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

The number of lessons made available in the public Schoology database will increase because of this project. A follow up survey will be given to student teachers who participated in our project to measure their success of obtaining employment after graduation and whether or not blended learning experience had an impact. An additional survey will be given to Butler teachers to determine the success of the partnering agreement.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

Student teacher surveys and Butler teacher surveys will be conducted to measure program outcomes. Assessment data will be used to determine the effectiveness of the lessons that are prepared. Online lessons will be compared to the Quality Matters rubric to ensure that quality lessons are included in the database.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In the event we don't meet the desired outcomes of this project, we will meet as a team to discuss potential efforts to meet the goal of implementing a shared services delivery model. We will make sure we are considering more than just the data for determining program effectiveness. Parent, student and teacher surveys will provide valuable information.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one

Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

68,758.23 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

A onetime cost of \$65,758.23 is needed in the budget for Capital Outlay for equipment purchases. We will purchase 225 Chromebooks; one for each student in grades 3, 4 and 5 for \$229.12 each. The price will include the Lenovo TS TP N21 N2840 4GB, 16GB SSD (\$189.12), Google Chrome OS Mgmt Lic (\$27), Chrome OS Config SVC (\$13). We will also purchase 9 Spectrum carts (\$1,579) with 32 slots for device storage for each classroom in grades 3, 4 and 5. The new equipment will be covered under our current IT support contract. No additional IT personnel will be needed to support the added equipment. The Chromebooks will not increase the amount we currently pay our internet service provider and we expect a minimal increase in power usage. Maintenance repairs for equipment beyond the manufacturer's warranty will be offset by the expected spending reduction this project will produce. As the Chromebooks reach their end of life, they will be removed from district inventory, resulting in no change in the current replacement budget. We will not need to purchase software for this program. All online content and applications used in i-BASE will be from open education resources. A contract for a one-time set of services from Tri-County Computer Services Association for \$1,500 is needed in the budget for professional development training. Three training sessions will be offered on Chromebooks, Google Apps for Education and Schoology (\$500 each) for teachers. A pre-paid contract of \$1,500, (paid during the grant carryover year), is needed in the budget for external evaluator expenses by Knox County Education Service Center. We are satisfied that the contract provides sufficient protection against non-fulfillment of the contract by the service provider.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

860.00 a. Sustainability Year 1

860.00 b. Sustainability Year 2

860.00 c. Sustainability Year 3

860.00 d. Sustainability Year 4

860.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The initial purchase of Chromebooks to support this program will last beyond the five year sustainability period. We are confident this will be the case because our current equipment is lasting beyond five years. We estimate we will need \$600 a year for Purchased Services to cover ongoing professional development expenses for Schoology and Chromebook training to maintain this program. It is not enough to just have new tools. Ongoing professional development will be a critical step in making sure program outcomes are being met. The "people side" of change will need support from those who already have been through it. The district will pair experienced teachers with inexperienced teachers to help guide the process. Many of our staff are already trained through previous professional development opportunities that have been offered in the past. For new staff or for those needing a refresher, we have created an online course in Schoology that instructs teachers how to get started with blended learning using Schoology and Chromebooks. Bellville Elementary teachers have already been trained on the use of Chromebooks. We have a teacher in the district who has created an online course as part of her graduate studies that covers using Chromebooks. Based on current equipment maintenance costs of our existing programs, we are expecting 5 Chromebook screens will need to be replaced each year at \$52 each. \$1,300 is needed in the budget over a five year period to cover equipment maintenance. Planning included an ample number of devices for increases in student enrollment and a small number of device failures (should they occur). \$4,300 is needed in the budget to maintain our program for five years.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

The project will allow us to reduce classroom workstation inventory, generating a cost savings of \$28,800 in our equipment replacement cycle budget. We will also remove a single laptop cart with 30 laptops that have reached their end of life. This will generate a cost savings of \$15,000 in the replacement cycle budget (30 x \$500). This program will save Butler Elementary school \$43,800 in the five year forecast for equipment replacement.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Reallocation of funds will not be necessary for this program.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range 2010-present

b. Scope of activities - include all specific completion benchmarks.

2010-present: Over the past six years our team has been actively researching grant opportunities in an effort to implement our three programs (i-BASE, i-BEAM, i-BUILD). The goals of the Straight A fund coincide with the goals of our programs. November 2012-March 2014: During collaborative meetings with students, parents, teachers, principals, administrators and central office staff, it was determined that increasing student growth and achievement was the number one goal we desire to accomplish with our programs. Our team performed extensive research on the outcomes of blended learning and the effects it has on student achievement. It was determined that blended learning would best meet this goal. During communication meetings we learned that teachers want control over the online content being taught and when and how the material will be assessed. Collaboratively we outlined an implementation plan and began working on the writing portion of the Straight A round 2 grant in March 2014. June 2015 to Present: Unfortunately our i-BASE application did not score high enough for funding, so the leadership team reconvened to revise the program to include Math and utilize the existing partnerships with MVNU and AU (i-BUILD). By continuing our current partnership, we are confident the established relationship will foster positive results for all stakeholders. Butler teachers met with middle school and high school teachers so they could exchange information during planning. Butler teachers visited middle school and high school classrooms in October 2015 to witness blended learning taking place in the classroom. Several meetings took place to address questions that came up as the grant questions were being addressed. Planning was guided by two successful programs (i-BEAM and i-BUILD) with strong input from elementary teacher leaders and principals to meet building needs with regard to ELA and Math.

22. Implementation (grant funded start-up activities)

a. Date Range February 2016 - May 2017

b. Scope of activities - include all specific completion benchmarks

February 2016- Letters will be mailed home to parents of students explaining the program. We will use our district website to communicate with parents regarding student data, homework and progress. Face-to-face parent/teacher conferences (formal and informal) will take place to strengthen communication between the school and parents. March 2016-Professional Development for teachers will occur through online and face-to-face instruction. We developed an online lesson in Schoology that details what blended learning is, what it is not and gives examples of blended learning taking place in a classroom. Every elementary teacher will be required to take this online lesson. Having access to middle school and high school teachers, a unique sharing opportunity exists between staff to ensure a seamless elevation of the existing programs. May 2016- Purchase equipment. Collect baseline data from STAR Reading, Accelerated Reader and Study Island for Math and ELA scores for students in grades 3, 4, and 5. This data will be used to measure student growth in May of 2017 after our program has been operational for an entire school year. Collect pretest and post test scores from SLO's. August 2016-Parent and student surveys will be administered at the beginning of the year and also at the end of the school year. Students will be trained on Schoology by their classroom teachers. They will log into Schoology with their Google Apps for Education account. Lessons will be very basic during the initial stages of implementation. September 2016-Student teachers will complete the online blended learning lesson through Schoology and work with teaching staff to create content. Launch i-BASE and begin blended learning with students. December 2016- Review assessment scores from quarter two. Program adjustments, including content, delivery and time spent in rotation will be made according to each individual student's needs. May 2017- Analyze data and complete compliance reporting.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range May 2017 - May 2022

b. Scope of activities - include all specific completion benchmarks

May 2017-May 2022- Ongoing professional development will be a requirement for program sustainability. Teacher leaders in each grade level will assume responsibility for mentoring new teachers in their team so blended learning will continue if we incur a turnover in staff. The established partnerships with MVNU and AU will continue throughout the duration of sustainability period. Data will continue to be analyzed for program effectiveness in meeting individual student needs and personalizing instruction. The existing software budget will continue to cover the expense of extending the program's software requirements (STAR, Accelerated Reader, Study Island) at no additional cost to the district since the software is currently in the budget. The current replacement cycle budget will cover the expense of replacing the Chrome books when they reach their end of life in 2022 so our program will continue. Program outcomes will be communicated with stakeholders on a yearly basis. A yearly presentation will be made to the Board of Education to highlight program effectiveness and recommend improvements. A similar presentation will be made to staff and administration. Program evaluation information will be summarized by the Internal Evaluator, Mrs. Stacey Swank, who will develop an annual report at the end of each school year that will be used by the stakeholders to identify troubled areas in the program so teachers can make modifications in order to improve the program's effectiveness and improve student achievement. The five-year forecast will be evaluated by the district Treasurer on a quarterly to determine if we are within the projected reductions our program hopes to achieve. If it is determined the program is costing more than the projected \$8,760 it hopes to reduce in the budget, the Treasurer will notify the Program Administrator so adjustments can be made from local funding sources. All stakeholders will have representation in the evaluation of the i-BASE program.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

The method of delivery for instruction will change through the use of a learning management system to deliver online content in an effective way for teachers and students to exchange information. We know from our existing programs (i-BEAM and i-BUILD) how critical it is for students to receive feedback in a timely manner and how it impacts their academic growth. Online assessments will provide immediate feedback allowing teachers to address student needs more effectively. Teachers will have more time to spend on high-value tasks that are project-based and less time on manual tasks. We know from our current programs, a blended learning environment will allow teachers to provide more one-on-one assistance to those students who really need the support. Course material will be online and hard copy outdated textbooks will be replaced with current, updated electronic versions. Students will learn adaptively, meaning the online curriculum will gauge from the students' answers when they have mastered something and are ready to move ahead and when they need more help. Students will learn with less worksheets and more collaboration through project based learning. Currently we pay for software that is under utilized. I-BEAM will provide a sufficient number of devices so each student can take full advantage of course material. Student achievement will increase as student learning is personalized and individualized. Sharing services with Mount Vernon Nazarene University and Ashland University student teachers will create a change in instruction that requires a method to store and share online material. We will use Google Drive, a free, cloud based storage system that is integrated in the Chrome operating system to facilitate shared resources. This method of sharing will improve efficiency because the material can be accessed anywhere there is an internet connection. Expected changes we anticipate after blended learning is implemented is that teachers will find they are able to get more things accomplished, and students will become more engaged in their learning as it becomes more personalized. We expect an increase in student enrollment by offering traditional and nontraditional learning opportunities that adapt to different learning styles. 78% of high school and middle school students surveyed are really excited to be able to use chromebooks to help them learn and we expect similar results in the elementary. 80% of our high school and middle school students surveyed expect to complete a four year college degree or an advanced degree such as master's or doctorate.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Internal Evaluator: Stacey Swank, Curriculum Director, Clear Fork Schools, swanks@clearfork.k12.oh.us, 419-886-3855 External Evaluator: Bonny Buffington, Knox County Educational Service Center, bbuffington@knoxesc.org, 740-393-6767

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Data Collection: We will collect STAR, Study Island ELA and Math, SLO pre-assessment data at the beginning of the year and at the end of the year through 2022. Internal and external evaluators will compare and analyze data results by comparing the percentage of students scoring proficient or higher each of the five years of the grant. Teachers will also be doing quarterly assessments to make sure students are making positive growth and moving toward the goals of meeting Ohio's New Learning Standards and meeting or exceeding proficiency levels. In a study conducted by Davies, Dean & Ball, published in 2013, they found that students participating in a blended classroom tested over 8% higher in post-test scores compared to the regular classroom. These formative and summative assessments will provide evidence of growth

over the course of the school year and will help each teacher to determine the effectiveness of the blended learning lessons on student achievement. The leadership team will create an action plan for increased improvement. This data will be used to determine if the student achievement outcome has been met. Detailed Financial Report: The detailed financial report will be used to determine that verifiable, credible spending reductions have taken place to meet the desired outcome of reduced spending in the five year forecast. The report will be prepared by District Treasurer and spending will be monitored by the Treasurer and Directory of Technology. Physical Equipment Inventory: The number of devices to student ratio will change from 5:1 to 1:1. To ensure the outcome for greater share of resources in the classroom has been met, a physical inventory will be taken each year to ensure the 1:1 ratio is maintained through the program sustainability period. Developed Online Content: To ensure that the desired outcome of having a shared services delivery model will be met, we will monitor the amount of content developed by our teachers and student teachers from MVNU and AU who are placed at Butler Elementary. Online content will expand each year as our program grows. This content will be shared in the public database of Schoology so other districts can benefit from this shared service. Sharing lessons learned: Since we have implemented two other blended learning initiatives, we are certain our timeline is attainable and achievable. Once we receive the grant, we will immediately begin implementing our timeline and sharing news and information with all stakeholders for a smooth and seamless transition into blended learning in the 2016-2017 school year. Since we have developed a strong leadership team that is experienced in grant compliance and recording, we expect to successfully meet our goals regarding student achievement, spending reductions, greater resources in the classrooms and shared services. We look forward to sharing our story through our participation in Straight A communications, and other news stories. For example, we were afforded the opportunity to be featured by Melissa Cropper in the Ohio Federation of Teachers Blog on December 5, 2013 with the success of blended learning in the middle school (i-BEAM) <https://mccropperblog.wordpress.com/page/2/>. We welcome all opportunities to share.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Based on our own experiences of implementing blended learning in the middle school and high school, and taking into consideration the research we have done for this project, we anticipate it will take approximately one year to incorporate the changes in curriculum to effectively deliver blended instruction in grades 3 through 5. The key to successful blended learning is making the transition slowly and ensuring teachers have enough professional development to deliver the content confidently. Our plan for implementation can be fully replicated by other Ohio districts. We are confident our timeline and implementation plan will provide districts with the steps necessary to apply the process in their own environment. We have already permitted site visits for districts interested in replicating our existing program. We will work with administration, teachers, and parents to continue sharing our model with districts across the state. We are proposing a manageable plan that has the potential to grow without costing the district much money. The project will begin with blended learning occurring in mathematics and reading, and we expect it to expand into other subject areas such as social studies and science. With each student having access to district wifi and their own Chromebook, the program has the capacity to expand to include subject acceleration to meet the individual needs of our gifted students as well as providing targeted intervention for our struggling students. I-BEAM has the potential to expand into our K-2 classrooms if funding is available. One way we have shared our lessons learned with other districts is through our quarterly technology meetings. This meeting is open to the public and it allows us to discuss our programs. Representatives from each of our buildings meet to discuss ideas, achievement and needs. This communication will continue regardless of the outcome of this application. We participated in the Straight A day at The Ohio Statehouse last year highlighting our i-BUILD program. We have brochures prepared as a result of that event and we are more than happy to share them as requested. Should i-BASE be selected for funding we anticipate local media coverage so we can share our plan for implementation. There is a high probability that our solution to achieving program goals will prove useful to others. We have had numerous inquiries from districts seeking advice and information on implementing blended learning. Our plan is thorough and cost effective. It gives our district a strategy for addressing budget, time and resource barriers. It gives our teachers an opportunity to update curriculum in a technology-infused environment. Our program is simple, easy to follow and it will increase online learning so individual learning needs will be met for our students.

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

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

I accept. Ms. Janice Wyckoff, Superintendent Clear Fork Valley Local School District December 1, 2015

Consortium

Clear Fork Valley Local (049411) - Richland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Clear Fork Valley Local (049411) - Richland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bevin	Shiverdecker	740-397-9000 X3408	bevin.shiverdecker@mvnu.edu	Mount Vernon Nazarene University	068247	800 Martinsburg Rd, Mount Vernon, OH, 43050-9509	
Joseph	Hendeshott	419-289-5254	jhender2@ashland.edu	Ashland University	063396	401 College Ave, Ashland, OH, 44805- 3702	

Implementation Team

Clear Fork Valley Local (049411) - Richland County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Cathy	Cole	5th grade teacher	Cathy Cole, Fifth Grade Lead Teacher. Cathy's responsibilities for this project will be to oversee the relationship between the student teachers placed at Butler in the fifth grade and the fifth grade teaching team. She will be in charge of making sure quality lessons are being uploaded to the public Schoology database. She will also assist with data collection and program evaluation. Cathy will be the point of contact for the other fifth grade teachers and students.	Cathy has been a teacher at Butler Elementary school for ten years. She is the lead teacher for fifth grade science.	Prior to working in education, Cathy worked for a major bank.	Bachelor's	100	
Jessica	Linzenbergt	4th grade teacher	Jessica Litzenberg, Fourth Grade Lead Teacher. Jessica's responsibilities for this project will be to oversee the relationship between the student teachers placed at Butler in the fourth grade and the fourth grade teaching team. She will be in charge of making sure quality lessons are being uploaded to the public Schoology database. She will also assist with data collection and program evaluation. Jessica will be the point of contact for the other fourth grade teachers and students.	Jessica has been a teacher at Butler Elementary school for three years. She is the lead teacher for fourth grade math.	Prior to becoming a teacher, Jessica worked with Mount Vernon Nazarene University and Denison University as a Financial Aid Advisor. She is an active member of the Building Technology Committee, Building Leadership Committee, Algebra Project and Young Farmers Association.	Bachelor's	100	
Becky	Clapp	3rd grade teacher	Becky Clapp, Third Grade Lead Teacher. Becky's responsibilities for this project will be to oversee the relationship between the student teachers placed at Butler in the third grade and the third grade teaching team. She will be in charge of making sure quality	Becky has been a teacher at Butler Elementary school for two years. She is the lead teacher for third grade reading.	Becky has experience with implementing new ideas and leading her team in professional development opportunities.	Master's	100	

			<p>lessons are being uploaded to the public Schoology database. She will also assist with data collection and program evaluation. Becky will be the point of contact for the other third grade teachers and students.</p>					
Ed	Kossick	Technology teacher	<p>Ed Kossick, Technology Teacher Butler Elementary. Ed's role in this project will be to support teachers with technology and software needs. He will also work with students to prepare them for using Chromebooks. Ed will assist with teacher professional development and student teacher support.</p>	<p>Ed has taught at Butler Elementary for one year. He works with students in grades K-5 teaching technology skills and online safety.</p>	<p>Ed has worked for other districts where he actively helped write and administer grants.</p>	Master's	100	
Matt	Caputo	Butler Elementary Principal	<p>Matt Caputo, Principal Butler Elementary School. Matt Caputo will be responsible for making sure the program stays on track for his building. He will be the point of contact for the teachers if they have any questions or need support. He will also be the point of contact for parents and lead teachers regarding any questions pertaining to the project. Matt will assist with data collection and participate in program evaluation meetings.</p>	<p>Matt has worked for Clear Fork as a principal for four years. He has two years of experience as a special education consultant for the Knox County Education Service Center where he was responsible for all county special education ED and MH classrooms K-12. He has experience with curriculum, instruction, staff development and multiple district special education reviews.</p>	<p>Matt spent seven years as elementary principal and director of pupil services (K-12) and was responsible for all aspects of coordinating and supervising special education, as well as coordinating special education federal funds. Matt was Superintendent for three years where he coordinated all aspects of district leadership. He worked with 21st Century Grant programs at the federal level and has experience reviewing grants through the district CCIP.</p>	Master's	100	
Janice	Wyckoff	Superintendent	<p>Janice Wyckoff is the Superintendent of Clear Fork schools. Her role on this team is to support the efforts of all parties involved in planning, implementation and evaluation. Janice will communicate program outcomes to stakeholders and ensure the program is achieving desired outcomes.</p>	<p>Janice has 19 years of leadership experience in public education.</p>	<p>Janice has had an active role in helping to implement blended learning at our high school. Her leadership abilities have made a positive impact on program outcomes.</p>	Master's	100	

Cindy	Kochheiser	Director of Technology/Grant Coordinator	Cindy will be responsible for the implementation this project from a Technology perspective as well as a program perspective. She will oversee the equipment purchases, device configuration, inventory, documentation and delivery of equipment to the classrooms. She will also be responsible for the professional development for the hardware and software requirements of this project. Cindy is the point of contact for all partnerships and she will provide information into the compliance system for reporting. Cindy will be actively involved in all meetings, communication, presentations, the Ohio Department of Education on-site reviews and project evaluations that involve this program.	Cindy has worked for Clear Fork schools for 16 years in the Information Technology Department. She has technical experience in the business world (14 years) as well as education. Cindy successfully wrote two blended learning grants for our district that were successfully implemented in 2012 and 2015. Cindy leads the district's Technology Curriculum Development Committee and manages technology integration for the district.	Cindy has held leadership positions throughout her career. She was the lead technical analyst for a major bank where she managed a team of six individuals on long term projects.	Associate Degree in Computer Science, North Central Technical College	100	
Stacey	Swank	District Curriculum/Test Coordinator	Stacey will be responsible for the implementation of this project from a curriculum perspective. She will also manage the internal program evaluation of this project through 2021. She will oversee the data collection process and report evaluation data to team members. Stacey will also be responsible for teacher professional development and making sure the placed student teachers have the necessary training to be successful partners for our project. Stacey will be actively involved in all meetings, communication, presentations, the Ohio Department of Education on-site reviews and project evaluations that involve this program.	Stacey has worked for Clear Fork schools for 23 years as a classroom teacher and an administrator. Her leadership skills have been invaluable to several committees she participated in. Stacey played an active role in writing and securing a grant from The Ohio Department of Education called Special Education Access for our middle school. She has successfully overseen several grants at the state level and from area foundations over the course of her career in education.	Stacey has written and administered several successful grants while meeting compliance requirements.	Stacey has a Master's Degree in Education including Elementary and Special Education	100	
Jim	DeSanto	School Board President	Jim DeSanto, Board of Education President, is committed to	Jim's leadership skills and reputation with our community	As the school board President, Jim leads all Board of	Bachelor's	0	

			supporting blended learning initiatives in our district. He is responsible for making sure program outcomes are communicated to the public.	makes him the ideal candidate for ensuring communication ongoing throughout the project.	Education meetings and manages communications with stakeholders.			
Bradd	Stevens	Treasurer	Bradd Stevens is the Treasurer of Clear Fork schools. His role on this team is to record financial data and provide documentation to support the program's financial plan.	Bradd has been the Treasurer at Clear Fork for one year. He has three years of experience being a Treasurer.	Bradd was a classroom teacher prior to obtaining his Treasurer' s license.	Master's	100	