Section I: Description

The [redacted] Area School District, founded in 1957, is a small, rural/urban-fringe district that serves approximately 845 students in three buildings. It is located [redacted], in [redacted]. The District encompasses 36 square miles and includes [redacted]. About 80% of the graduates pursue post-secondary education.

[redacted] is the district’s lone Elementary building. It has an enrollment of 362 students in grades K-5. The student population is constituted of 17% Special Education students and about 47% economically disadvantaged. According to the BrightBytes survey, 93% of students have access to wireless internet in their home, and 82% of the teachers are able to obtain computers in their classroom when needed. The 2013-2014 building level academic SPP score was 78.3.

The district motto is “Striving for Excellence...One Student at a Time.” [redacted] strives to continually evaluate and improve the educational environment and instructional practices to ensure all students reach their full potential. To achieve that goal, building initiatives include Guided Reading, MTSS, and Differentiated Instruction. According to BrightBytes, the ratio of students to computers in the classroom is two to one. All buildings in the district have the goal to be One-to-One in three years. The staff recognizes that a blended learning environment can further the existing initiatives and best meet the student needs.

Section II: Academic Model

The blended learning model we will initially pursue will be an in-class flipped learning/rotation rotation model. We believe this environment will foster student centered, individualized learning combined with the potential of small group instruction facilitated by the classroom teacher. In this station rotation model, the students and the teacher will together plan individual learning goals using the PA Core Standards as a guide. Using data to track progress will be as much a part of the learner’s daily experience as it will be of the teacher’s. An individualized approach to the collection and analysis of data, as well as
the meaningful planning and instruction based on that data, will allow for accelerated, on-grade, or remedial academics tailored to each individual learner.

Teachers will design learning experiences based on analysis of individual student data. Students will have the opportunity to experience a classroom rotation designed by the educator and delivered through the Learning Management System Canvas. Additional stations would include instructional delivery through Khan Academy, a student collaboration station, an interactive Smart Board station, and a hands-on, project based “Genius Hour” station. Stations would be designed to equally foster both individualized and collaborative learning experiences.

Class sizes will be about twenty students per classroom in fourth grade and twenty-two students in fifth grade. Each classroom would have access to about eight Ipads and eight Chromebooks. Students will rotate through the six stations with three or four students per station. A ninety minute block of time, that allows about fifteen minutes per station.

Students would receive instruction, for this in-class flip model, on a teacher created lesson at a Chromebook station. From there, students would move to an application station, where the teacher would be spending most of their time to ensure concepts were being applied properly. The other four stations, in a mathematics class for example, would include a game station, a manipulatives station, a project station, and a collaboration station. The balance of the Chromebooks and Ipads could be designed into any one of these four remaining stations.

Fourth and fifth grade classes at Elementary will incorporate this blended learning model within a departmentalized schedule. Teachers will have the opportunity to make refinements to their lessons based on multiple reflections throughout the day, instead of only once. We believe this approach will maximize the teacher’s planning time and a produce a superior educational experience for our students. Increased planning time will enable teachers to develop both a personalized learning approach and design opportunities for group and project work.

As we acclimate to the blended learning model, we plan to expand and diversify that model in the future. Teachers and students will be encouraged to take educational risks in personalized learning design
to maximize student achievement. Flipped classrooms, “pod” methods, and increased blended learning models are a meaningful step in achieving our district’s mission to “provide an educational program which empowers students to reach their full potential, become valued community members, and productive citizens.”

Section III: Readiness

Our fourth and fifth grade staff is ready to apply their knowledge and enthusiasm to a blended learning environment. According to the BrightBytes survey, 95% of teachers in our elementary agree or strongly agree that technology use in the class can enhance student learning. The professional development, planning, and research that would result from this grant award would be critical support in the conversion from traditional classroom teaching to a blended learning environment that would support differentiated instruction. BrightBytes indicates that 88% of our teachers want to learn more about effective technology use for teaching and learning. We have been utilizing programs such as iReady, Study Island, First In Math, and Khan Academy to differentiate instruction because we recognize the urgency to meet the varying levels of student’s needs. With Canvas as our new district LMS, teachers will be able to effectively manage the blended learning environment. However, without professional development, the implementation will not meet its potential.

The majority of our fourth and fifth grade teachers have undergone professional development above and beyond that offered through the school’s in-service days. Three have attained or are actively seeking professional certification in technology. Undoubtedly, the foundational knowledge is in place, but this grant award will create the opportunity to raise the level of understanding to support a station rotation model. Teachers have access to the essential technology. In that wing of the building are two mobile Chromebook labs and two mobile iPad labs. Students will have access to approximately sixteen Ipad's and Chromebooks per classroom. Each room is equipped with an interactive Smart Board. The teachers also have access to two hard-wired PC labs that are shared between all grades K-5. The building is receiving upgrades during the 2015-2016 school year that will enhance wireless access in instructional areas.
Section IV: Collaboration

The fourth and fifth grade staff, along with the core planning team, will share this blended learning experience with the rest of the district through in-service and Act 80 day presentations, during professional development time embedded in the school day, and in after-school and summer workshops. We will continue to utilize our on-line Professional Learning Communities to share information and experiences within the district.

In an effort to collaborate with parents and other community stakeholders, information will be posted on our district website and social media outlets. Technology learning sessions will be presented to parents in conjunction with our Back-to-School Night. Parents will rotate through a station rotation model to receive information about their child’s classroom and school year. Additional learning sessions will be made available to parents throughout the school year at Book Fairs and Parent Teacher Conferences, and by inviting parents to after school remediation/acceleration programs.

The core planning team will develop proposals to present at the SAS Institute, Pete&C, and the iNACOL conference. As we grow and improve our blended learning program, we will be willing to make ourselves available for site visits from other schools interested in exploring the benefits of blended learning and its implementation.

Section V: Other

The Core planning Team sees the potential for community contributions to a blended learning initiative. We have a strong relationship with our Elementary PTO. The building principal meets with the PTO officers prior to each school year to establish funding priorities for that particular school year.

Through future conversations, the principal will explore the idea monetary PTO support for a blended learning program in all grade levels. The principal will educate the organization as to what blended learning is, what it looks like, what our plan for blending learning is, and how it might affect and benefit our students. We would collaborate on a plan to keep parents and the community informed as the program
grows and changes over time. Also, the district will work to reestablish a relationship with The [Company Name] Foundation, a local non-profit organization that functioned to benefit the alumni and students of our school district. Currently, the organization leadership has stagnated and desires to transition to more involved members. Our plan is to foster the reestablishment of this group’s leadership by reaching out to community and business leaders and reignite the organization’s original function. We would develop a plan for the allocation of funds in a way that can support a blended learning environment in our district.
Section VI: Core Planning Team

Elementary School Principal - The elementary school principal began his career as a second grade teacher. After eight years, he took a job as a third grade teacher at a neighboring school district. Another eight years later, he took the position of elementary school principal and is currently in his fifth year in that position. The elementary principal earned his Bachelor of Science in Elementary Education from Millersville University, and his Master’s Degree in Educational Administration from Temple University in 2003.

Parent - The parent who has volunteered to participate is also vested in education. She has two children, a son in third grade and a daughter in Kindergarten. She was an elementary learning support teacher for five years and is in her eighth year as a Middle School Learning Support Teacher. She earned her Bachelor of Science in Elementary and Special Education in 2003 and her Master’s Degree in Reading in 2007.

Teacher A- This teacher has been employed in this district for twenty-three years. Teacher A has taught fourth and fifth grades and now holds the position of Instruction/intervention support. This teacher completed Master’s plus forty-five credits, which included technology courses. Also, Teacher A realizes the potential of incorporating technology into education and has promoted differentiating instruction while using online learning.

Teacher B- This teacher was hired in this same district right out of college in 2000 and has been teaching in fifth grade for 16 years. The teacher graduated from Bloomsburg University in 2000 with a Bachelor’s Degree in Elementary Education and a concentration in Exceptionalities. In 2004 Teacher B earned a Master’s Degree in Reading and has a Reading Specialist Certificate. Since then this teacher has
completed a Master’s plus forty-five credits including a variety of courses including technology, math, behavior, differentiation, and curriculum.

**Teacher C** - This teacher has been employed in this district for five years. Prior to teaching fourth grade the past three years, the teacher was in a part time IT position, and third grade teacher. Teacher C holds a Bachelor’s Degree in Elementary Education from Millersville University and is pursuing a Master’s in Learning, Design and Technology from Pennsylvania State University. Teacher C’s Master’s program is based on the idea of integrating technology into the classroom and designing curriculums to meet the needs of both the students and the teachers using them.

**Education Association Representative** - The Education Association representative has been an employee of the district for over ten years, working as the elementary school counselor. This representative holds a Master’s degree plus forty-five credits. Serving as the school’s coordinator of technology based data assessments and a member of the data analysis team, this representative is excited about the educational benefits of blended learning.

**Technology Coordinator** - Has served as the district's Technology Coordinator since August 1998. He earned his Associate Degree in Business Administration from Harrisburg Area Community College, Bachelor of Science Degree and Teacher Certification in Business Education with a focus on Office Technologies and Accounting from Bloomsburg University, and his Instructional Technology Specialist Certification from The Pennsylvania State University. The Technology Coordinator works closely with the Curriculum Director to fully vet all technology endeavors and ensures that these projects are all led by curriculum. Recent technology initiatives have included the district-wide formal adoption of Google Apps For Education and the inherent usage of the 4C’s and SAMR models in all infusion of technology into the curriculum.
Curriculum Director - Our Curriculum Director began his career teaching Secondary English in Maryland. In 2002, he joined our staff as a teacher, and has served as Curriculum Director since 2008. He completed his Bachelor's Degree in English Education at Indiana University of Pennsylvania, his Master's Degree in Educational Administration and Principal’s Certification at Temple University, and his Superintendent's Eligibility and doctoral credits in Educational Leadership at Shippensburg University. Our Curriculum Director has worked collaboratively with all stakeholders to implement district wide program changes, including the transition to Pennsylvania Core standards, increased on-line and distance learning opportunities, integrated STEM curriculum, and enhanced course offerings for students; especially in the areas of academic electives, career and technical education, and Advanced Placement courses.

School Board Member – Our School Board representative has been a member of our Board of School Directors for 24 years and has served as the Board President since 2007. He was born and raised in our district and still lives and works locally. He has had three children graduate from our district.
## Section VII: Spending Plan

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
<th>Cost</th>
</tr>
</thead>
</table>
| Travel Expenses to iNACOL Annual Symposium (October 25-28, 2016) Texas | 3 staff members  
Lodging-$800 per person  
Registration-$550 per person  
Food-$200 per person  
Airfare-$600 per person  
Parking/Rental Car-$100 per person | $ 6,750.00 |
| Site Visit - San Jose (September 2016)                                | 4 staff members/3 days, 4 nights  
Lodging-$800 per person  
Food-$450 per person  
Airfare-$600 per person  
Parking/Rental Car-$150 per person | $ 8,000.00 |
| Tech Talk Live LLIU#13 (May 3 and 4, 2016)                             | 1 staff member mileage/meal reimbursement | $ 110.00 |
| Canvas Training                                                        | Trainer Fee-2 days @ $850 per day  
Substitutes for 6 teachers @ $85 per day | $ 1,700.00 $ 510.00 |
| Substitute Costs for Teachers ($85 per day)                            | Planning Meetings, Local and Regional Site Visits,  
Committee Meetings, Conferences,  
and Workshops (18 Days) | $ 1,530.00 |
| 4 Chromebooks for teacher exploration                                 | $300 each | $ 1,200.00 |
| 2 Google Play Gift Cards for app exploration                          | $100 each | $ 200.00 |
| **Total**                                                             |                                                         | $ 20,000.00 |
Assurances
and Signature Page
Holder