

Budget

Greenfield Exempted Village (045401) - Highland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (171)

U.S.A.S. Fund #:  
 Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	6,470.00	0.00	311,615.00	0.00	318,085.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	2,400.00	0.00	0.00	0.00	2,400.00
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
<b>Total</b>		0.00	0.00	8,870.00	0.00	311,615.00	0.00	320,485.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-320,485.00

Application

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**Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Project Title- BATT (Boosting Achievement Through Technology) Initiative

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Executive Summary- The BATT Initiative is an innovative program to increase student achievement by integrating technology through the use of iPads and document cameras into daily instruction. This will also yield savings to our school by going paperless in most of the daily activities that occur within our school.

490 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Brady Streitenberger

Organizational name of lead applicant: Greenfield Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 200 North 5th Street

Phone Number of lead applicant: 9379812152

Email Address of lead applicant: brady.streitenberger@greenfield.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Amy Kinslow

Organizational name of secondary applicant: Greenfield Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 200 North 5th Street

Phone number of secondary applicant: 9379812152

Email address of secondary applicant: amy.kinslow@greenfield.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Greenfield Exempted Village Tax ID [REDACTED] Jesse Mitchell 200 N. Fifth St Greenfield, Ohio 45123 937-981-2152 Jesse.Mitchell@greenfield.k12.oh.us Joe Wills 200 N. Fifth St Greenfield, Ohio 45123 937-981-2152 Joe.Wills@greenfield.k12.oh.us Howard Zody 200 N. Fifth St Greenfield, Ohio 45123 937-981-2152 Howard.Zody@greenfield.k12.oh.us Jan Wilson 200 N. Fifth St Greenfield, Ohio 45123 Jan.Wilson@greenfield.k12.oh.us

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

When looking at the team assembled to implement this project, we are lucky enough to have individuals whom are excited and willing to work hard to make this project work. Jesse Mitchell, our technology coordinator, has been in charge of purchasing technology equipment for the district with a budget of close to \$100,000. Jan Wilson, our Director of Federal Programs, she deals regularly with funds close to \$1,000,000 with our Title I program and Special Ed Idea Programs.

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

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

9. Our project is based on the premise that if we can get more technology into the hands of our students and educate our teachers on effective practices of using the technology, that we can as a building create a learning environment that is not only essentially paperless, but is also innovative and more actively engaging. A problem we deal with regularly is how to actively engage our students. Because we are located in a low income area (58.4% economically disadvantaged) many of our students struggle to get and stay engaged. Also, because we will be at a 1:1 ratio of iPads to students, the classrooms will essentially be paperless. Students will be able to submit assignments via email or digital dropbox, and grades and responses can be sent back the same way. Podcasts, videos of lessons, and audio clips can be shared with the class instantly, as well as creating a learning environment that is new and innovative to the students. Also, as a building that has experienced struggles in Math, we are looking for new ways to improve our test scores and achievement levels. We know that engaging students through technology is a good way to do that. In a study done by Houghton Mifflin Harcourt in California showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks (<http://www.cnn.com/2012/01/23/tech/innovation/ipad-solid-education-tool>). A study at Oklahoma State University concluded that 75% of students agreed that the iPad enhanced their learning experience (<https://news.okstate.edu/press-releases/929-ipad-study-released-by-oklahoma-state-university>)

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

12. Once our project is completed, our building will take on a whole new look and feel for both teachers and students. Student achievement will be improved due to improved daily practice with programs dealing with Math, Science, Social Studies, and Language Arts. Document cameras will allow students to see work done on hands on equations, calculator work, or with any manipulative the teacher may use. iPads will not only allow students to feel more engaged in the learning process, but allow Greenfield Middle School to be the first building in our district to get to a 1:1 ratio. Spending reductions in the five year fiscal forecast include reduced paper cost, reduced textbook cost, and potential district savings to allow our district to be one to one by allowing future growth.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

12. a. Total Project Budget- \$320485 490 iPads with keyboard cases and 30 mobile docking carts \$309,980- unit price \$632.61 per iPad 6 Document cameras for Math department \$1,635- unit price \$272.50 per camera Apple Professional Development Day with Apple representative- \$2400 b. Our financial impact table is attached.

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

320,485.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The total cost for implementing the innovative project is \$320,485. This includes \$311,615 in equipment, \$6470.00 in software for the operation of the equipment, and \$2,400 in Professional Development for the staff to use the equipment. Other funds used to support this program and its sustainability would be from the separate fund of textbook savings due to eBooks and other online resources, yearly paper savings, as well as Race to the Top technology allotment.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

6,470.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

When looking at the new/recurring costs of the project, there are many aspects to look at. 1. Annual Cost after expired grant- a. The annual purchase of Filewave software for the iPads to be managed by one host. \$6470.00 b. iPad replacement- After the life of the iPad, we will have to purchase new iPads through a buyback program. 2. Areas with no cost a. New IT staff will not be needed with the purchase of Filewave management software and the staff being trained through Professional development. b. Yearly professional development will be given by an experience, trained staff member. We will not need to pay for PD after the expiration of the grant.

16. Are there **expected savings** that may result from the implementation of the innovative project?

48,220.49 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

1) Text books Text books would be only be purchased as a set that would stay in the classroom. We would no longer purchase textbooks for every student to take home. Students would have a blending learning classroom environment with their iPads. Teachers and would also create their own books using apps like book writer. As a district, we allocate \$250,000 per subject for grades 1-12, and we purchase new textbooks every five years. If we only purchase one classroom set per textbook, and multiply the savings for our 6-8 grade levels with each having four subjects, our annual savings would be \$45,811.11 per year. 2) Paper saving We would cut cost of paper by going from 156 boxes of paper yearly to 50 boxes of paper. This past year, we payed \$22.73 a box for paper. We would cut that cost by no longer having paper announcements, no more paper grade cards, and by having a total paperless classroom with the iPads. There would still be some obvious needs for paper in the office and in some class settings, but a majority of our paper needs would be obsolete with the completion of our project. Our total savings from paper would be \$2,409.38.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

With the moneys saved from #16, we would create a separate fund. With that fund, we would pay for our Filewave license each year. Also, when it is time to purchase new iPads, we would use funds from the savings from the textbooks and purchase the iPads through a trade-in program. With our district allocating funds for the purchase of textbooks every 5 years, that money is already included into the district budget. Therefore, that money will not have to be taken from another area.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/01/2014

\* Narrative explanation

Once funds are received at the District office, purchasing will get underway. The entire committee will meet to place orders with specified vendors. Due to the large amount of iPads being ordered and the purchase orders needed to be submitted and approved, we will expect to see a delay of 6 weeks to get the equipment at our school. We will have met with the school treasurer and the board to explain the process in order to facilitate this quicker. During that six weeks, we will schedule professional development sessions with Apple, Fileware, and other agencies. We know that there will be conflicts and wait time to hold these PDs. However, we will be having ongoing PD session throughout the rest of the school year and summer break. Brady Streitenberger and Howard Zody will be in charge of this phase. Once the equipment arrives on site, it will take approximately 3 to 4 weeks to ready the devices for distribution. Jessie Mitchell, District Technology Coordinator, will be in charge of this phase. We are expecting delays due to working around his and his staff's normal duties. We will hire a classified staff member to help with this roll out process from our district's Race to the Top funding supplied each year. Teacher's will be given their iPads first to become more acquainted with the device. Document cameras will be distributed to math teachers as well. We will also contact the Highland County Press and WVNU to send out a press release to the community informing them of the BATT Initiative we are implementing. Amy Kinslow will be in charge of press releases and parent communication.

Implement (MM/DD/YYYY): 04/01/2014

\* Narrative explanation

During the Spring Open House, we will hold Parent Meetings to inform the parents of the BATT program and have user agreements signed. Those parents who do not attend the meeting, will have a letter sent home explaining the process as well. We will have this announced at school, in the paper, and on the radio as well. We will give the parents one week to get the agreement signed. Amy Kinslow and Howard Zody will be in charge of this portion of the BATT Initiative. We will have a full distribution of the iPads the final six weeks of school, after OAA Testing. All committee members will be involved in this process. Teachers will have the final six weeks to begin implementing the iPads into their lesson planning. During the last week of school, we will conduct a survey of the teachers and students asking them what they liked and didn't like, as well as what they want to see more and less of with the program. Amy Kinslow, Howard Zody and Brady Streitenberger will be in charge of this phase. During the summer and into the next school year, PDs will be offered to help implement iPad use into the classroom. Howard Zody and Brady Streitenberger will be in charge of this phase.

Summative evaluation (MM/DD/YYYY): 06/01/2015

\* Narrative explanation

We will survey the teachers and students again at the end of the next school year as well. We will meet as a committee after the test scores have been released to discuss the impact the BATT Initiative has had on our school and what changes we need to make.

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

Many changes will occur due to the BATT Initiative, both instructional and organizational. Organizational changes will include a 5 minute dock time at the end of the day in which students return to homeroom to dock and charge their iPads, as well as a monthly share session for staff. Instructional practices will change dramatically. Teachers will have to change lesson plans in order to incorporate the use of the iPads whenever possible. Time will have to be spent to teach the students how to use the iPads, software applications, and procedures for submitting work.

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

20. 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.

20. When looking at what we wanted to do with this project, we first researched schools that used iPads in the classroom, as well as speaking with local area schools that were either working towards a 1:1 initiative, or were using iPads in the classroom setting. In speaking with a neighboring district principal, he told us of the many positive changes in the classroom instructional techniques and strategies that eventually trickled down to the students. He spoke of the excitement the kids had in working with the iPads and how it has grown exponentially. We personally believe this excitement will translate into a deeper understanding of the subject matter and also better scores for their students. That is what we want for our building. We want to be a building that people come look at to see how to do things right. We want to work in a building that is on the leading track for technology use in the classroom. Our staff wants to change from what we are comfortable doing and get uncomfortable with new strategies to improve what we do. As a community that struggles with job shortage and low incomes, we want our students to be able to take pride in their educational experience and we believe getting new technology into the classroom is the best way to start heading that direction. Our 5 year forecast does not have the extra money to provide this opportunity for our building. However, a grant of this nature would allow us to advance our technology in our building to places we cannot go on our own. We also did research on studies such as the Pearson Foundation's survey showing more than six in ten college students and high school seniors agree that tablets help students to study more efficiently and help students to perform better in classes. ([http://www.pearsonfoundation.org/downloads/PF\\_Tablet\\_Survey\\_Summary\\_2012.pdf](http://www.pearsonfoundation.org/downloads/PF_Tablet_Survey_Summary_2012.pdf)) We also looked at another article that studied reading comprehension, knowledge of content, and analysis skills of boys ages 11-13 that showed a significant increase in all three areas. (<http://www.minnissjournals.com.au/articles/ipads%20et%20t3%2011.pdf>) We shared this article with our teachers as well because of the common fear with using technology to accomplish familiar tasks in the classroom.

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

Yes

No

22. If so, how?

22. With the available funds, districts can easily follow our timeline for planning and implementing this initiative. They will need to devote at least 18 months to plan and implement this program. A committee of at least 5 people including teachers, administrators, technology staff, and central office workers will need to be formed by people willing to devote extra time into this project. The members will need to meet and communicate on a regular basis in order for the program to be successful.

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

Due to the fact many of our students have little interest in school, we expect great gains in achievement. We believe that students will become actively engaged in school through the use of the iPads. We expect to see a growth rate from 80% to 85% and mathematics 74.5% to 80% by the Spring of 2015 as measured by the annual state assessments.

24. What are the specific benchmarks related to the fund goals identified in question 9 that 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.

24. We will be able to look at student data to analyze growth from our MAP testing that occurs in the Fall, Winter, and Spring. We will look closely at our growth from fall to winter, keeping in mind the students projected growth (most of our students are below grade level. We are hoping to see great gains in this area.) Next, our percentage of students scoring proficient or higher in reading will increase from 80% to 85% and mathematics 74.5% to 80% by the Spring of 2015 as measured by the annual state assessments. This would be a long term goal for our project. Although difficult to measure, a short term goal would be improved student involvement and engagement in daily classroom activities. Spending reductions in the five-year forecast include a savings of \$12,046.98 in paper reductions and a savings of \$229,055.55 in textbook savings over a five year period. That is a total of \$241,102.53 over a five year period. The utilization of a greater share of resources in the classroom means that each student would now have a tool in their hands with endless capabilities. We will measure this with our first benchmark related to the fund goal is that our teachers will be using the iPads with 30% of their instructional time. This benchmark should be reached within the first 6 weeks of iPad integration. By November 1, 2014 our teachers will be using the iPads with 60% of their instructional time. Finally by May of 2015, our staff will be using their iPads with 75% of their instructional time. We will measure these benchmarks by our documented lesson plans as well as their formal and informal evaluations. Also, after each benchmark period teachers will fill out an informal survey to help us better understand their needs for Professional Development.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* 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 program's progress).

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

We will begin to evaluate our program's progress towards our short term goals by reviewing our survey results and our MAP data. By looking at this data, we will be able to tell whether or not our students and teachers have made sufficient progress. After examination of data, if we see our students and teachers are not hitting their benchmarks, we will meet as a committee to discuss professional development to help fill needs. This will need to be done on a teacher by teacher basis. We will measure our long term objectives by analyzing the data collected through the evaluation process for teachers. Part of the teacher's evaluation deals with their use of technology to enhance student learning. We will analyze students growth in the areas of reading and math by looking at their OAA test scores. If growth isn't met, or benchmarks are not met for teachers, we will again offer more professional development opportunities or pair them with a teacher who has met success in the same subject area. If students are not showing acceptable growth, we will analyze all of the factors that could contribute to the lack of growth (i.e. attendance, motivation, family situations) and develop a plan to meet those students individual needs. Students should show at least a 5% growth in reading and at least a 5.5% growth in mathematics by Spring of 2015. Also teachers should have utilized the iPads and document cameras in at least 75% of their instructional time for the program to be considered successful.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Jan Wilson Greenfield Exempted Village Schools 10/25/2013