### Budget

**Hopewell-Loudon Local (049700) - Seneca County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (303)**

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
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<tr>
<td>Instruction</td>
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<td>9,750.00</td>
<td>1,810.50</td>
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<td>260,490.00</td>
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<td>Total</td>
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<td>0.00</td>
<td>260,490.00</td>
<td>0.00</td>
<td>284,000.00</td>
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</table>

**Adjusted Allocation** 0.00

**Remaining** -284,000.00
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: Targeted Technology

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.

Hopewell-Loudon will be using targeted technology to improve student achievement, reduce spending in our five year forecast, and utilize a greater share of resources in the classroom. By providing one-to-one technology for the seventh and eighth graders as well as increasing the accessibility to our gifted and economically disadvantaged students, our goal is to increase our letter grades on our state report card in the areas of Gap Closing and Progress.

511 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Nichole Jiran
Organizational name of lead applicant: Hopewell-Loudon Local Schools
Unique Identifier (RN/Fed Tax ID): 049700
Address of lead applicant: PO Box 400, 181 N CR 7, Bascom, Ohio 44809
Phone Number of lead applicant: 4199372216
Email Address of lead applicant: rjiran@thschool.net

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

First Name, last Name of contact for secondary applicant: n/a
Organizational name of secondary applicant: n/a
Unique Identifier (RN/Fed Tax ID): n/a
Address of secondary applicant: n/a
Phone number of secondary applicant: n/a
Email address of secondary applicant: n/a

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:

n/a

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

The team implementing this project includes the technology supervisor, the superintendent, the treasurer, the building principals, and the teaching staff. The technology supervisor has been with the district for 10 years and has 12 years of IT experience. He has implemented several large innovative projects for the district including retrofitting a 75 year old building for wireless access as well as designing and implementing our Bring Your Own Device program for grades 7-12. He has presented on our technology strengths at several local and state conferences. The superintendent has 13 years of administrative experience. She has written, received, and implemented an Ohio Reads Grant in a large suburban district. She wrote, received, and is currently implementing a Third Grade Reading Guarantee grant. The treasurer has been with our district for 13 years and has 19 years of experience as a treasurer. She has managed single grants ranging in value from $1500 to $500,000. She also has coordinated our $28 million OFCC building project. The building principals have both implemented large scale changes from implementing Formative Instructional Practices to reinventing building processes for our new building. The elementary principal was a key contributor to the Third Grade Reading Guarantee grant and is implementing the program purchased through those funds. Our teaching staff has embraced large scale projects such as Formative Instructional Practices and Bring Your Own Devices.

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 research-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.

In the 2012-2013 State Report Card, Hopewell-Loudon received a C in Gap closing. Our economically disadvantaged students did not make their benchmark in reading or math. On our value added reports for the past two years, our 7th and 8th graders have not achieved a year’s worth of growth. Our gifted students also do not show a year’s worth of growth. This data demonstrates the need for us to do something different and innovative with those students. Our project is to provide the 7th and 8th graders laptops so that more differentiated instruction can be given along with targeted intervention. We plan to use Study Island not only for a measurement tool but also as one of the targeted interventions. The one to one at this grade level will also provide blended learning opportunities and access to all online resources. Hopewell-Loudon currently has a Bring Your Own Device program but not all students have a device and they are different devices. Through our project all students will have the same device and will have access to the resources being provided by the teachers. Our 7th and 8th graders also have an academic assist period each day that will give them the time to use Study Island daily as well as for other interventions to occur. For our economically disadvantaged and gifted students, we plan to purchase 15 mobile labs of 24 computers to increase the access of these students without indentifying them as economically disadvantaged. This group of students will have more access to blended learning, targeted interventions, and differentiated instruction but it will not be to one all, every day situation. It will be a modified version since we will not be able provide all students with one to one. Our teachers are very technologically savvy but will still receive professional development in how to use blended learning to differentiate and remediate. Our new building is wireless capable throughout and all of our classrooms have interactive technology. The added computers will continue to enhance our instruction.

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.

Our innovative project will increase student achievement, reduce our spending in the five-year forecast, and utilize a greater share of resources in the classroom. Student achievement will increase through the use of differentiated instruction, blended learning, targeted intervention, and access to online resources. Each of these strategies has been proven to improve student learning. Our current methods of delivery are not working so the premise is that by using blended learning to provide instruction we will capture the more reluctant learner and inspire those high achievers to go that extra step.
We will be able to determine growth through various forms of data. MAP testing results (we give these three times a year), value added reports, and improvement on state report card. Teachers in all grades will be creating their own learning plans for the needs of their classes. The seventh and eighth graders will have an additional resource of Study Island which provides another piece of data for us to track progress. The reduction in the five year forecast will be because we are putting the ultimate resource into the classroom, computers. We will be able to track how we meet this goal through monitoring of the amount of time that the computers are in use.

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 whenever 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 consortium 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>What is the total cost for implementing the innovative project?</td>
<td>284,000.00 * Total project cost</td>
</tr>
<tr>
<td>15</td>
<td>What are new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, explain why.</td>
<td>30,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)</td>
</tr>
<tr>
<td>16</td>
<td>Are there expected savings that may result from the implementation of the innovative project?</td>
<td>100,000.00 * Specific amount of expected savings (annual)</td>
</tr>
<tr>
<td>17</td>
<td>The sustainability of the project I already accounted for in our forecast. We can replace, after year 3, approximately one grade level per year. This will not require us to allocate additional money other than what we already have been setting aside for such purchases through transfers from the general fund to the PI fund. We have previously transferred up to 180,000 per year as we do not have a voted PI fund.</td>
<td>The sustainability of the project I already accounted for in our forecast. We can replace, after year 3, approximately one grade level per year. This will not require us to allocate additional money other than what we already have been setting aside for such purchases through transfers from the general fund to the PI fund. We have previously transferred up to 180,000 per year as we do not have a voted PI fund.</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Proposal Timeline Dates</th>
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<tbody>
<tr>
<td>Plan (MM/DD/YYYY): 01/08/2013</td>
</tr>
<tr>
<td>* Narrative explanation</td>
</tr>
</tbody>
</table>

Complete purchase of computers and Study Island. Train 7th and 8th grade teachers on use of Study Island and all staff on using computers for blended learning, differentiation, and intervention. The barriers in this step will be coordinating substitutes for release time and for teachers to find the time to create their learning plans. This step in the plan will be communicated through articles in the local papers, the district website, the district newsletter, all Booster meetings, PTO, Principal Advisory Committee, Superintendent Advisory Committee, emails to staff and listserve, Board meetings, and letters sent to all 7th and 8th grade students with specifics of how one to one will work for them.

Implement (MM/DD/YYYY): 06/01/2014 |
| * Narrative explanation |

Progress monitoring and reevaluation will occur at this date. We will have had five months of use of the computers and we will also have our OAA, MAP, and Study Island data to analyze. The students will have left for the summer. The teachers will have the time to analyze data and to create and find new resources to use on the computers and then can revise their learning plans. Barriers to this step may be if we have not been able to get all of computers delivered in January. That would impact the amount of time the students have been able to use them. This reevaluation of the project will occur regularly throughout the years of implementation through professional development that is already scheduled in the calendar as well as waiver days. This step in the plan will be communicated through articles in the local papers, the district website, the district newsletter, all Booster meetings, PTO, Principal Advisory Committee, Superintendent Advisory Committee, emails to staff and listserve, Board meetings, and letters sent to all 7th and 8th grade students with specifics of how one to one will work for them.

Summative evaluation (MM/DD/YYYY): 06/01/2017 |
| * Narrative explanation |

We will have had three years of using our technology tools to improve student achievement. At this point, we will measure our success through improved grades on our Ohio Report Card (Higher than a C in Gap Closing, higher than a C in gifted progress, and value added scores in the range of 1 to .9 or higher in 7th and 8th grade). We will also use Study Island benchmarks to determine growth as well as MAP testing for grades 1-8.

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

The expected changes in our instructional practices are more individualized differentiation of instruction, a better understanding of differentiation and intervention, more time on task for students working on specific areas of weakness, and an increase in the use of 21st century skills. When we moved to our new building this year, we increased our interactive technology in classrooms from 55% to 100%. We were not providing the level of 21st century skills necessary for our students to be successful. The more access we have to technology, the more prepared our students will be.

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.

There are multiple sources to support one-to-one technology and just as many to not support the implementation. However, research does show that these programs, like any other educational programs,
21. Is this project able to be replicated in other districts in Ohio?  
- Yes  
- No

22. If so, how?
Through the purchase of computers and Study Island, schools will be able to replicate this program. They will also be able to replicate this program by contacting our district through this process so that we will be able to guide them through our successes and challenges. One of the issues that could affect the success of the program would be how teachers were creating their learning plans for their students. That is where other districts could contact us for assistance.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
We want our students in grades 7 and 8 as well as our gifted students to achieve at least one year of growth for each year they attend Hopewell-Loudon. We want our economically disadvantaged students to achieve at level comparable to all of our students. This program will continue after the grant period expires as we will be able to replace our computers one grade level at a time as it comes time to do so. That expenditure has already been built in to our forecast.

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.
We will measure our success through improved grades on our Ohio Report Card (Higher than a C in Gap Closing, higher than a C in gifted progress, and value added scores in the range of 1 to 2.0 or higher in 7th and 8th grade). We will also use Study Island benchmarks to determine growth as well as MAP testing for grades 1-8. The benchmarks for that growth will depend on where the students start in both Study Island and MAP. Our ultimate goal at the end of five years would be to achieve an A in Gap Closing, an A in gifted progress, and value added scores of 2.0 or higher for the 7th and 8th grade.

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).

We will measure our success through improved grades on our Ohio Report Card (Higher than a C in Gap Closing, higher than a C in gifted progress, and value added scores in the range of 1 to 2.0 or higher in 7th and 8th grade). We will also use Study Island benchmarks to determine growth as well as MAP testing for grades 1-8. The benchmarks for that growth will depend on where the students start in both Study Island and MAP. Our ultimate goal at the end of five years would be to achieve an A in Gap Closing, an A in gifted progress, and value added scores of 2.0 or higher for the 7th and 8th grade.

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.