# Budget

## U.S.S. Fund #: Logan Elm Local (049080) - Pickaway County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (85)

### Object Code

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<th>Purpose Code</th>
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<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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### Adjusted Allocation

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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: Logan Elm Straight A Project

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.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Tim Williams
   - Organizational name of lead applicant: Logan Elm Local Schools
   - Unique Identifier (RIN/Fed Tax ID): 049080
   - Address of lead applicant: 9579 Tarlton Road, Circleville OH 43113
   - Phone Number of lead applicant: 740-474-7501, extension 302
   - Email Address of lead applicant: tim.williams@loganelm.org

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 (RIN/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 (RIN/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]

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.

To better understand the composition of Logan Elm’s Implementation Team, we offer a brief description of our district: Logan Elm Local Schools serves approximately 2000 students in rural Pickaway and Hocking Counties, with over 30% of the student population residing in Appalachian areas. We have 6 school buildings, with the average age of buildings being at 80 years. In November, the District has a building levy on the ballot which would provide funding for a new 6-12 school and renovations to 2 existing schools to convert them to Prek-3 and 4-5 buildings. Our old school buildings and our small staff present challenges, however, all team members and classroom teachers are committed to this Straight A Project work because of its importance to our students’ future. Logan Elm Straight A Project implementation Team includes the superintendent, technology director, treasurer, curriculum director, and 6 building principals. Each school is represented at the district level by a curriculum leader who represents his/her colleagues, students, and parents, and these curriculum leaders will participate in the grant implementation along with the administrators. The Team will follow a process to complete the project activities: 1. For the initial activities that occur in January 2014, the key personnel are the technology director, curriculum director, and district curriculum team members. The technology director will order the systems and begin installing the computers. His 10+ years of experience in establishing and maintaining technology prepare him for this project’s implementation. 2. The curriculum director and curriculum team will facilitate a needs assessment for all teachers about specific professional development needs. The curriculum director has managed professional development and has analyzed needs assessments annually to update the districts CIP for 15+ years. 3. Throughout January, the curriculum director, building principals, and curriculum team will proceed with determining the appropriate professional development offerings for teachers related to maximizing the purposeful use of the Chromebooks and the design of courses and learning plans for students. During this professional development planning, the team members will survey students as well as staff members about their interests for specific professional development activities. Also they will determine the project timeline related to professional development offerings. On-site PD is a CIP strategy, and the team has begun identifying PD options. 4. The Implementation Team will establish a PD schedule, with offerings in place beginning in mid-January and continuing through the summer. During the professional development offerings, the curriculum director, curriculum team, technology director, and building principals will ask for feedback about the process and identify additional needs of the participants. 5. From late January through May, the curriculum director, technology director, and building principals will monitor the use of the new systems. The technology director and curriculum director will survey the teachers and students to collect feedback about the Chromebooks, how it has influenced their learning, and follow-up with a needs assessment that identifies additional interests for professional development and system issues that need to be resolved. District personnel have experience with implementing other innovative projects that were supported by other competitive grants (Literacy Collaborative’s Balanced Literacy reading approaches, via 3 CSRD grants; High School Distance Learning Project, via Distance Learning grant: Reading Improvement and Intervention Project, via Reading Excellence Grant; Volunteer Reading Programs, via multiple Ohio Reads grants). The previous projects required documentation of progress toward reaching project goals and adjusting activities when necessary so that the projects could be successful.

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.

To determine what our Straight A Project would be, our team studied current resources (evidenced in Report Card data, the PARCC Technology Readiness Tool, our current "best instructional practices."
and in our initial implementation of Ohio’s New Learning Standards). From what we learned in our study, we determined that our greatest need to move forward was technology-related, and that we had to
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.

Logan Elm Straight A Project will meet the goals of significant student achievement improvement and spending reductions, following a plan that is managed by a cohesive Implementation Team. The project meets the goal and expected outcome of significant advancement to raise student achievement by following this plan: customizing and personalizing learning through access to information and new learning materials in all 3-12 classrooms in a dynamic format (evidenced by 1-to-1 student use of Chromebooks), and changing the way we teach and learn from a traditional to an innovative approach. Teachers will customize instruction as they establish fluid class arrangements, some 1-to-1, some small, flexible grouping, and provide various course options that include on-line/virtual, hybrid learning, and flip classes.

13. Financial Document - 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

1. The District will expend $42,000 on personal services to develop new innovative courses. Teachers will receive a $750 stipend as an incentive to enhance learning through various teaching methods including hybrid classes, flip courses, intervention, and a variety of electives not currently offered in our traditional classrooms.

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 district, community school or STEM school member for review.

1. The District will save $32,000 per year in capital outlay by reducing the District’s budget of $67,000 to $35,000 in capital outlay for technology equipment. The District would no longer have a significant need to purchase new technology.

2. The District will expend $8,000 on fringe benefits for retirement, Medicare, and worker’s compensation benefits that are associated with the $750 salary stipend. The District will expend $8,000 on fringe benefits for retirement, Medicare, and worker’s compensation benefits that are associated with the $750 salary stipend.

3. Purchased Services (Support Services, Professional Development, Facilities) = $108,000.4. Capital Outlay (Instruction) = $562,000 Details about the Project Budget are included in the response to Question 14 and the Financial Impact Table.

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

800,000.00 * 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, RTF money, local fundraising, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Details on the District will engage in $562,000 of the $750 salary stipend. Teachers will receive a $750 salary stipend, and the District will expend $8,000 on fringe benefits for retirement, Medicare, and worker’s compensation benefits that are associated with the $750 salary stipend. The District will also be able to reduce capital and personnel expenses for technology equipment.

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.

35,775.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost 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.

The District estimates new/recurring costs at $35,775 each year to maintain the project from FY15 to FY19 for total 5-year cost of $178,875. The new/recurring costs include the following: 1. The District will spend $11,250 in professional services for teachers to continue to create new innovative courses. Our budget includes a $750 stipend per teacher with a maximum of 15 per year. Total 5-year cost is $100,000. 2. The District will expend $8,000 on fringe benefits for retirement, Medicare, and worker’s compensation benefits that are associated with the $750 salary stipend. Total 5-year cost is $10,125. 3. The District will spend $8,000 on fringe benefits for retirement, Medicare, and worker’s compensation benefits that are associated with the $750 salary stipend. Total 5-year cost is $10,125.

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

86,159.00 * Specific amount of 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.)

The District estimates savings of $86,159 each year as a result of the project from FY19 to FY19 for total 5-year savings of $430,795. The savings include the following: 1. The District will save $12,859 per year (40%) by reducing the District’s budget of $67,000 to $35,000 in capital outlay for technology equipment.

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.

The District’s total baseline expenditures would decrease $50,384 per year with the excess cost savings over the new/recurring costs associated with the project. To sustain the project over the next 5 years, the District would reinvest the yearly savings in equipment to replenish equipment inventory to ensure the District’s innovative approach to education would continue. At the current cost of $300 per system, the District would purchase approximately 168 systems per year for FY15 to FY19 for total systems purchased of 840. In 5 years, the District would have an ability to replenish 50% of the original
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): 08/15/2013 - 01/01/2014

* Narrative explanation

Implement (MM/DD/YYYY): 01/01/14 - 06/30/14

* Narrative explanation

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

Logan Elm Local School District expects the following significant changes to instructional practices as a result of creating district-wide Chromebook centers: individualization for learning, with teachers completing the planning and instruction that the students will need; less instructional presentation, and effective use of individual student performance data because the data is being readily available, with the means to manage and use it purposefully for making timely decisions about working with individuals or groups. Evidence of these instructional changes in our classrooms—what the result of this initiative will be—will include: enhancements in the quality of instruction on our students includes: students will be engaged, using the Chromebook as the hub of their learning; students will be gathering information from the Chromebook resources, completing purposeful assignments/work, reflecting on their work, seeking support from the instructor who will guide and/or link the student to other students, other resources, and/or other strategies. Evidence of changed instructional practices will result in student projects and work that is aligned to an authentic performance of student choice that moves the student's learning tracks in directions that will simplify the learning journey and clearly show the new learning standards. We expect the following significant changes to organizational practices: increased learning tools for our students, teachers, and families, by becoming a part of the "networking" world; reduced labor costs associated with deploying and maintaining computers and troubleshooting issues with technology; increase in teachers' professional development options for learning (have the options for learning increased); recommendations for professional development; technical issues related to systems functioning properly and infrastructure capacity. A potential barrier to completing the summative evaluation closure for the FY14 award could be that what is learned from the surveys requires a larger scope of professional development and improvements in technology infrastructure than anticipated. To mitigate this potential barrier, we will identify days in July to hold PD, communicate that to the staff, and acquire additional technology assistance during July 2014. Stakeholders in this component are administrative team members, technology director, treasurer, and providers of professional development and improvement, with communication via face-to-face meetings and website.

Summative evaluation (MM/DD/YYYY): 06/30/2014 - 09/30/2014

* Narrative explanation

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.

Logan Elm Local School District’s rationale for this project is based on the recognized need to provide new learning models for our students and transform the system so that students’ learning potential is maximized. This can be done by using Chromebooks in the classroom to enhance and support student learning. Because Chromebooks are highly reliable and allow for personalization of learning, actual learning time will increase; Chromebooks will not require traditional desktop productivity applications that are typically purchased (Financial Impact Table); professional development for teachers and students is readily available and can be enhanced by using Chromebooks in the classroom; teams are able to use the Chromebook flavor quickly and immediately to the Internet, our students will be able to quickly begin their work and lose no valuable time in waiting for equipment to work. Teachers can provide feedback in a timely manner. Monitoring the use of systems and troubleshooting problems (January-May 2014); and adjusting professional development needs on a monthly basis. The communication among members of the Implementation Team will be via email on a weekly basis, along with discussion at monthly Administrative Team Meetings, and discussion/troubleshooting at monthly School Improvement Meetings.

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

21. Is this project able to be replicated in other districts in Ohio?
22. If so, how?

Logan Elm Straight A Project can be replicated as a model in other districts in Ohio, by following the process and team approach we used which is illustrated in the ODE Straight A Fund Logic Model:

- The Implementation Team will be responsible for modifying activities so that program objectives can be met.
- The team will monitor progress and adjust as needed to meet the objectives.
- The team will evaluate the effectiveness of the project to determine its impact.

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

Logan Elm Schools has increased its technology capacity, by adding computers, updating computer systems, repairing existing systems, searching for grants to support additional equipment, and being creative in sharing the limited resources we do have, within school buildings and between school buildings. However, within the last 5 years, there has been such a tremendous growth in the technology world-communication devices have become the norm for many and the demand for information on “needs” cannot be ignored that what we have done in the past, in building our capacity in small devices, will not suffice any longer, for the demands of rigorous academic standards and assessments are upon us now. This Straight A Project’s substantial value is transforming. It is an opportunity to transform the learning environment and the way we do business, to see how progress will be measured:

1. The Implementation Team will be responsible for modifying activities so that program objectives can be met.
2. The team will monitor progress and adjust as needed to meet the objectives.
3. The team will evaluate the effectiveness of the project to determine its impact.

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 measured.

2014 Award of the grant

1. January–June 2014: Equip all Grade 3-12 academic core classrooms (70+) with Chromebooks; distribute existing systems throughout K-2 classrooms (19 classrooms)

This involves approximately 1750+ systems. Benchmark for success is the physical existence of computer-based systems in all classrooms, with the necessary infrastructure to support the systems: data collected monthly, from end of month through June. December 2013-January 2014: Complete a needs assessment to determine professional development interests related to using the Chromebooks; survey teachers, administrators, and students; identify providers of professional development (including current staff members, Logan Elm’s ITC, and ITSGO). Then develop a professional development schedule of offerings (completed by mid-January 2014) and register participants (goal = 50 registrants). Benchmark for success is schedule of offerings that meets the needs expressed by staff. Mid-January-May 2014: Provide professional development for teachers related to their interests for using Chromebooks (e.g., lesson design, blogs, hybrid learning, writing process, presentations by students, research tools, classroom website management, student e-portfolios, organizing and delivering instruction, etc.) Benchmark for success is to involve at least 50 teachers in the professional development; goal = at least 30 of the 50 beginning process of developing courses.

March-May 2014: Complete group and/or individual performances that indicates the Chromebook technology, and showcases the products at the classroom and/or building level. Benchmark for success is to involve all teachers’ classrooms and students that have been involved in professional development. End with sharing (via EPSS, website, etc.) evidence of learning and work accomplished; data gathered in terms of technology and assessing the technology and learning progression (formative and/or summative as appropriate) by which success was evidenced.

Benchmark for success is to involve 90% (+63) of all teachers with Chromebook environments. January-May 2015: Continue implementation of lessons/courses that use Chromebook technology. Benchmark for success is to involve 95% (+67) of all teachers with Chromebook environments. August 2014-June 2015: Collect student performance data that relates to Academic Content Standards and improvement levels; determine relationships of student achievement growth to the use of technology for learning. Performance of success is improvement at all grade levels; use baseline of previous OAA and end of course grades, as applicable. August 2014-June 2015: Monitor equipment needs (maintenance); assess durability of systems and update plan for replacements. Additional purchases. Benchmark of success is monthly documentation of needs, with adjustments being made in a timely manner; continuation of professional development for teachers/students/families related to what new in technology and lesson delivery is taking place. Benchmark of success is to involve 60+ teachers who share PD with their students and families. Years 3-5 During Year 3, 4, and 5, there will be continued monitoring of systems (related to upgrades, replacements) in order to continue the project. Student performance data will be used that relates to Academic Content Standards and improvement growth.

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

* Include an evaluation plan that details the plan objectives and activities and terms of reference and timeline as well as the process of selecting the appropriate method by which progress will be measured; Short-Term Objectives and the Method by which progress will be measured. 1. Maximize the use of Chromebooks for increased learning (measured by monitoring of the utilization of Chromebooks via observation by school administrator, technology director and by surveying teachers; data collection will include the number of students and classrooms actively using the systems; measure of success = 100% of all classrooms that are fully engaged in technology activities and demonstrating a decrease in teacher/student frustration levels). 2. Increase course selection (measured by catalog of courses offered by teachers and schools; measure of success = 50% of all teachers and 50% of all courses offered). 3. Increase teacher/student satisfaction (measured by survey responses collected; measure of success = 80% of teachers and students responding favorably). 4. Increase student achievement (measured by survey responses collected; measure of success = 80% of teachers and students responding favorably). 5. Increase technology use in classrooms (measured by survey responses collected; measure of success = 80% of teachers and students responding favorably). 6. Increase technology use in classrooms (measured by survey responses collected; measure of success = 80% of teachers and students responding favorably).