

Budget

Madison Local (046128) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (43)

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	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
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	24,000.00	0.00	24,000.00
Total		0.00	0.00	0.00	0.00	24,000.00	0.00	24,000.00
Adjusted Allocation								0.00
Remaining								-24,000.00

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: Madison Schools Enrichment and Learning Center

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.

To increase and sustain student academic growth and achievement through participation in the elementary 's School Enrichment Center (SEC) and the Jr./Sr. high school' s Madison Learning Center (MLC) for enrichment of English Language Arts and math for students at risk by providing student transportation. Sustained, permanent spending reductions will be noted in the five-year fiscal forecast.

1500 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Curtis Philpot

Organizational name of lead applicant: Madison Local Schools

Unique Identifier (IRN/Fed Tax ID): 046128

Address of lead applicant: 1324 Middletown Eaton Road

Phone Number of lead applicant: 513-420-4750

Email Address of lead applicant: curtis.philpot@madisonmohawks.org

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

First Name, last Name of contact for secondary applicant: Cheryl Scrivner

Organizational name of secondary applicant: Madison Local Schools

Unique Identifier (IRN/Fed Tax ID): 046128

Address of secondary applicant: 1324 Middletown Eaton Road

Phone number of secondary applicant: 513-420-4750

Email address of secondary applicant: cheryl.scrivner@madisonmohawks.org

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](#)

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.

Curtis Philpot, Superintendent, Madison Local School District -20 years administrative experience in education Cheryl Scrivner, Director of Curriculum, Madison Local School District -Manages all federal and state level grants for Madison Local Schools. -Collaborated, developed and recipient of the ODE Third Grade Reading Guarantee Early Literacy and Reading Readiness Grant for Madison Elementary School. -Doctorate in Educational Leadership -Black Belt in Common Core Curriculum Andrew Wheatley, Technology Integration Specialist for Madison Local School District, Technology Integration Consultant for the Butler County Educational Service Center -Provides instructional technology guidance and professional development for Madison Local School District and the Butler County Educational Service Center -Collaborated, developed and recipient of eTech Ohio Quality Matters Professional Development Competitive Grant -Certified Quality Matters Online Instruction and Blended-Learning Instructor -Collaborated, developed and recipient of the ODE Third Grade Reading Guarantee Early Literacy and Reading Readiness Grant for Madison Elementary School. AJ Huff, Coordinator of School-Community Relations/Grant Writer -Write, manage and execute grant funds for academic, athletic and extra-curricular projects. -Developed and facilitate "The Senior Experience" 21st century student blogger intern course utilizing senior students in district communication initiatives. -Serve on a variety of state and local board organizations including Middletown Community Foundation Marketing Committee, United Way of Greater Cincinnati - -Middletown Area Action Council, Ohio School Public Relations Association and Women Living United Literacy Council Joy Shaw, Director of Technology for Madison Local School District -Oversees all technology equipment, technology infrastructure, and district technology guidance. -Certified in A+, Network+, HP, Snow Leopard 101 and 201, Mac Xsan, Mac Deploy Studio - Microsoft Certified System Administrator

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 provide sustained, increased student academic growth and achievement through participation in the elementary 's School Enrichment Center (SEC) and the Jr./Sr. high school' s Madison Learning Center (MLC) for enrichment of English language arts and math for students at risk by providing student transportation. Sustained, permanent spending reductions will be noted in the five-year fiscal forecast. Student transportation would be provided through and eight passenger van instead of bus transportation. To sustain and permanently reduce spending in the five-year fiscal forecast by utilizing van transportation instead of school busing where small numbers of students are transported; and by utilizing the van for district snow removal.

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.

The SEC, is open twice a week from October 2013 through June of 2014 and the MLC is open three times per week from September 2013 through May 2014. Student transportation for small numbers of students would mean an increase in student participation and permanent, sustained cost reductions to the district by utilizing van transportation instead of bus transportation. Student academic growth and achievement will be realized by providing increased instructional time and support. Sustained, permanent cost reductions would be realized by the district by providing in house snow removal as opposed to purchased services.

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.

The van and plow of \$24,000 would be a one time cost. Maintenance, insurance, and gasoline will cost the district approximately \$4500 a year and \$22,500 over five years. Busing for after school enrichment costs the district \$10,724.08 x 5 years = \$53,620.40. Purchased services for snow removal costs the district per year \$15,000 x 5 years = \$75,000. Busing and snow removal over five years costs the district \$128,620.40. A permanent, sustained savings of \$106,120.40 would be realized by Madison Local Schools from this project. Unseen sustained financial savings may occur as student growth and achievement increases through less remediation, less Title services, less intervention, and less retention.

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

24,000.00 * 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, 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).

State pricing for 8 passenger van is \$24,000 and plow is \$4000. General fund money will be used for maintenance, insurance and gasoline at a cost to the district of \$4500 per year.

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.

4,500.00 * 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.

Recurring costs for maintenance, insurance and gasoline will cost the district \$4500 per year.

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

25,724.00 * 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.)

The van and plow of \$24,000 would be a one time cost. Maintenance, insurance, and gasoline will cost the district approximately \$4500 a year and \$22,500 over five years. Busing for after school enrichment costs the district \$10,724.08 x 5 years = \$53,620.40. Purchased services for snow removal costs the district per year \$15,000 x 5 years = \$75,000. Busing and snow removal over five years costs the district \$128,620.40. A permanent, sustained savings of \$106,120.40 would be realized by Madison Local Schools from this project. Unseen sustained financial savings may occur as student growth and achievement increases through less remediation, less Title services, less intervention, and less retention.

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 project is self-sustaining as the district experiences significant permanent savings in transportation costs and snow removal annually and over five years and beyond. Ongoing costs of maintenance, insurance and gas are will be considerably less and easily funded through the district's general fund monies.

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): 10/01/2013

* Narrative explanation

The project plan was written in collaboration with district central office personnel (treasurer, superintendent, communications director, director of special education and gifted students, and curriculum director, technology director); building personnel (dean of students, assistant principals, principals, technology integration specialist); and selected parents. Communication occurred directly and through email. Madison's Board of Education, staff, and community were updated on the planning process through email, and board meetings. Receive Grant Award Letter: December 17, 2013 Communication of the grant award to Madison's Board of Education, staff, parents and community members will occur in a variety of formats (direct communication, webpage, Facebook, and letters home to families. The district utilizes numerous communication venues to decrease any barriers to communication. Purchase Order for Van: December 18, 2013 The purchase of the equipment is done through the treasurer's office including insurance. Receive Van: January 10, 2014 This is an approximate date for delivery. A noted barrier is delivery date so the district will place the order as soon as the grant award letter is received to reduce the time for implementation

Implement (MM/DD/YYYY): 01/14/2014

* Narrative explanation

Implement Project: January 14, 2014 Implementation will begin as soon as the van arrives in the district. Communication related to the student transportation will be communicated to district personnel, parents and community members through emails, letters home, board meeting, Facebook and the webpage.

Summative evaluation (MM/DD/YYYY): 06/01/2014

* Narrative explanation

Summative evaluation will occur through the analysis of MAP data, student growth and achievement data as compared to previous years trend data. Summary of surveys will be analyzed for increased school family relations and overall improvement in students' attitude toward school. An analysis and documentation of district fiscal savings annually and over five years will occur. Permanent sustained reductions in district spending will be seen in fiscal documents and the five year forecast.

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

Sustained academic student growth and achievement will result from the implementation of this grant due to serving and supporting a higher number of students in after school enrichment programs. Instructional changes include less remediation, intervention, Title services and retention. Organizational changes include removal of purchase services for snow removal.

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.

Educational research directly correlates increased time for learning to increased student academic growth (Marzano 2007, Danielson, 2002, Zemelman, Daniels and Hyde, 1998). With this premise, sustained increases to both value added data and student achievement data are anticipated for our district. Increased student academic growth will lead to increased College and Career Readiness and graduation rates. Permanent, sustained spending reductions in the five-year fiscal forecast are immediately experienced by the district and continue throughout the five-year forecast and beyond. Sustained, permeate cost reductions may also be experienced by students needing less one on one instruction, intervention, tutoring, and grade level retention.

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

Yes

No

22. If so, how?

School busing is a large expenditure for most districts. Small districts may increase the instructional day more readily if student transportation is available. Planning for this is time efficient and fairly easy if

comparisons are made between a one time up front expense and the cost of bus transportation. Sustained, permanent savings can be replicated in other districts.

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

The substantial value and lasting impact will be analyzed by quantifiable measures including increased student value added and achievement data. Increasing the availability of increased instructional time and support for students at risk will lead to a sustained increase in student achievement. Increased student academic growth will lead to increased College and Career Readiness and graduation rates. Sustained, permeate cost reductions may also be experienced by students needing less one on one instruction, intervention, tutoring, and grade level retention. The project will continue after the grand period has expired through at least the five year 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.

Specific benchmarks related to the fund goals identified in question 9 are increased student growth, increased student achievement, and decreased district financial output. Quantifiable measures of short-term objectives will be tracked using MAP (Measures of Academic Progress) with benchmarks three times a year for English language arts and math. Preliminary success points in mid August, early January and mid April will be used to validate successful implementation of the project. The long-term objectives will be tracked with end of the year MAP testing, student achievement data, and value added data. Pre and post surveys results will be analyzed for increased school family relations and overall improvement in students' attitude toward school. College and Career Readiness and graduation trends will be analyzed but direct correlation between the project and these trends may not be easily benchmarked.

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.

Quantifiable measures of short-term objectives will be tracked using MAP (Measures of Academic Progress), a formative assessment with benchmarks three times a year for English language arts and math (mid August, early January, mid April). The long-term objectives will be tracked with end of the year MAP testing, student achievement data, and value added data. If measured progress is insufficient to meet program objectives that district will increase formative assessments. Permanent, sustained spending reductions for the district both short term (annual) and long term (over five years) will be documented in fiscal reports and the five year forecast. Lesson learned from the project can and will be shared with other education providers in Ohio through email, webinars, telephone conferences, direct communication, and multi-district collaborations and workshops.

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" Curtis Philpot, Superintendent Madison Local Schools 10/23/2013