**Budget**

Pandora-Gilboa Local (049395) - Putnam County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (44)

<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>
<th>Adjusted Allocation</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>100</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>64,421.40</td>
<td>126,000.00</td>
<td>0.00</td>
<td>190,421.40</td>
<td>0.00</td>
<td>-190,421.40</td>
</tr>
<tr>
<td>Support Services</td>
<td>200</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>300</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td>400</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td>500</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>600</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>700</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>800</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>64,421.40</td>
<td>126,000.00</td>
<td>0.00</td>
<td>190,421.40</td>
<td>0.00</td>
<td>-190,421.40</td>
</tr>
</tbody>
</table>
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: Escalating Our Delivery of a World Class Education

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

Pandora-Gilboa's project proposal aims to further increase student achievement by promoting and fostering transcendent skills that enable our students to compete in a global economy. By utilizing student-centered classrooms, our instructors will integrate curriculum and technology so that all students in the classroom acquire the 21st century learning skills necessary to not only fill an existing job but also have the capabilities to create new job opportunities. The District's fiscal forecast will benefit from the project substantially; the one to one laptop and online curriculum will eliminate our need for textbook and computer lab funding.

550 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: R. Todd Schmutz
Organizational name of lead applicant: Pandora-Gilboa Local Schools
Unique Identifier (IRN/Fed Tax ID): 049395
Address of lead applicant: 410 Rocket Rdg
Phone Number of lead applicant: 4193843227
Email Address of lead applicant: schmutzt@pg.noaasc.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 (IRN/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

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 implementing this innovative project. You should also include descriptions and experiences of partnering entities.

R. Todd Schmutz: During my term as superintendent; the administrative team has implemented many innovative projects that meet the District's vision of providing a "World Class" education. As both principal and now superintendent of this district, I was involved in initiating and now overseeing our one to one laptop program. I also worked closely with Mr. Delanyville (treasurer) to acquire two grants that enabled the district to successfully implement Robotics in the 8th grade, and Project Lead the Way Engineering in the 7th grade. Pandora-Gilboa's achievements are a reflection of the experience and knowledge of my administrative team that consists of Mr. Jeff Wise (high school principal), Ms. Jodi Schroeder (elementary/middle school principal), Mr. Brad Delanyville, and Mr. Eric Vennekotter (Technology Coordinator). Recognizing the need to increase the rigor and relevance in the classrooms, over the past two years Mr. Wise has worked with the high school staff to introduce four new Advanced Placement classes: Calculus, Biology, Government, and Computer Science. AP Computer Science is delivered to PGHS students in a blended model through a partnership with Connections Learning and INFOhio's Digital AP waiver program. For the 2014-2015 school year, PGHS is looking to add AP Chemistry and AP English Language and Composition to its course offerings. Additionally Mr. Wise has worked with the Engineering Department to introduce two new Project Lead the Way (PLTW) Engineering courses: Civil Engineering and Architecture and Engineering Design and Development. Currently, Mr. Wise and the Engineering Department are trying to establish partnerships with local engineering firms that would allow the school to offer two new PLTW courses over the next two years: Digital Electronics and Computer Integrated Manufacturing. PGHS is also looking to strengthen its partnerships with local engineering firms that would allow the school to offer two new PLTW courses over the next two years: Digital Electronics and Computer Integrated Manufacturing. PGHS is also looking to strengthen its STEM curriculum by partnering with Rhodes State College on an NSF/ATE grant project to develop a "Mathematics Transitions in STEM Education" class offering for seniors that aims to improve the numbers of students requiring remediation in college mathematics. Lastly, Mr. Wise and the high school staff have partnered with Ohio Northern University to offer dual- enrollment physics, and with Rhodes State College for Post Secondary Enrollment Options in English Literature and Composition and Computer Science using the Adobe Creative Suite. Mrs. Schroeder has worked alongside teachers and administration to create a learning environment that is student-centered and project based. Through her initial employment with P-G schools as a teacher, Mrs. Schroeder's focus was on science, mathematics, and robotics. It was through these projects that subjects were created that technology and cross-curricular emphasis. Mrs. Schroeder and the team of elementary/middle school teachers have worked to provide the most current and relevant educational experiences. This includes continuing Lego Robotics and PTLW Engineering in middle school classes. Mr. Vennekotter has extensive knowledge and experience with our one to one laptop program. He has developed an effective system to maintain student laptops on a regular and as needed basis, as well as maintaining our current technology infrastructure and software.

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.

Pandora's innovative project will elevate an effective program already implemented in our District. The project will expand our one to one student laptop program to the fifth and sixth grades. Pearson's online curriculum can now be utilized in all core subject matter grades 9-12; we are currently experiencing much success with Pearson Math XL. Funding will also be utilized to upgrade our technology infrastructure to ensure our students have access to the tools required to receive the best education possible.

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 "Straight A Fund" will allow Pandora-Gilboa to improve and expand our current practice of providing students with the tools and resources that their future education and careers will require. The one to
Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year forecast.

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.

14. What is the total cost for implementing the innovative project?
   190,421.40 * Total project cost
   * Specific amount of expected savings (annual)
   * Total project cost

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.
   0.00 * 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.

16. Are there expected savings that may result from the implementation of the innovative project?
   60,000.00 * 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.)

17. Provide a brief 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 1 funding, RTT 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).

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): 09/02/2013
   * Narrative explanation

   Before deciding to expand our innovative project; extensive meetings were held with the teaching staff to gauge the level of impact that could be expected from such implementation. Plans have been developed that include professional development opportunities, peer consultation, and visitation to other districts who utilize parts of our innovative plan. Most of our current staff already have experience with the one to one laptop program as they teach several different grade levels. Monthly meetings are already utilized to discuss pedagogy and differing instructional strategies integrated with technology to meet the needs of students. Staff that are currently involved in our innovative plan are an excellent resource and proof of effectiveness to new staff that will become involved. Parents and community members now expect the type of technology and education that we provide; new parents to the program will be oriented at the beginning of the school year.

Implement (MM/DD/YYYY): 08/18/2014
   * Narrative explanation

   Implementation of our innovative project will merely be an extension of current practice. Our past experience with all stakeholders regarding implementation, technology glitches, and staff development is a major milestone. Other programs are not so fortunate. Communication lines with all stakeholders are established and practiced, the additional technology infrastructure we hope to add and established procedures for correcting technology issues are in place, and staff share and receive best practice professional development on an on-going basis. With such an involvement of technology integration in education, our stakeholders are prepared for technology "outages" and utilize prepared back-up plans.

Summative evaluation (MM/DD/YYYY): 05/25/2015
   * Narrative explanation

   Since implementing the one-to-one laptop program in 2009, the percentage of our students who met all four ACT benchmarks for college readiness leaped from 17% to 30% in 2013, the highest mark we have earned in the past five years. We intend to continue that trend, and we will measure this most important goal by monitoring ODE diagnostic data from the Ohio Achievement Tests, Value Added growth measures, Ohio Graduation Tests, End-Of-Course Exams, ACT data (including college readiness scores, college remediation rates, and composite ACT scores), and Advanced Placement score data.

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

   Pandora-Gilboa expects the project to expand the successful instructional strategies currently being utilized in our District. The one to one student laptop program and online curriculum allow our students a 24/7 learning opportunity. Students are able to collaborate with their teachers, online tutors, and their peers at any time to engage in project based learning activities relevant to a real world problem. The project will increase our use of the "flipped" classroom; allowing for the consumption of content to take place at the student's pace for homework and class time being utilized for application of learning.

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
Pandora-Gilboa School first implemented its one-to-one laptop program in 2009 with the intent to increase student achievement, to provide our students with instant access to technology, to change lesson delivery and instruction, and to implement more online and digital curricular resources for our students over time. The one-to-one laptop program has benefited our students by providing a vehicle to improve their skills in writing and research, providing a venue for online collaboration and communication, and improving their technology skills. Moreover, teachers are finding students to be much more engaged when laptops are used as a tool to aid in lesson delivery and instruction, used for cooperative learning activities, and used in assessment. Over the course of the past five years, the school has expanded the program to include multiple grade levels, with grades 7-12 currently receiving laptops. We believe this program has been successful based on feedback from teachers, students, and recently graduated students who have enrolled in post-secondary education. Moreover, the school's composite ACT score has increased from 20.2 in 2009 to 21.9 in 2013, with 21.9 representing the highest composite score the school has enjoyed over the past 5 years. Perhaps more telling is the percentage of students who met college readiness benchmarks. According to ACT, in 2013, 30% of all tested students met all four ACT benchmarks for college readiness. Furthermore, we will administer a technology audit to assess needs and identify potential problems. We will use all this data to determine student growth and achievement and to set goals for following years. This is the evaluation cycle we will administer at Pandora-Gilboa School. One important feature of this evaluation process is the ongoing/monthly feedback we gather from staff evaluations and classroom walkthroughs, feedback from monthly teacher professional development sessions, and through teacher diagnostic reports they will generate from the Pearson LMS (i.e. summative assessment item analysis, remediation plans, etc). Our third goal is to expand the one-to-one laptop program to include grades five and six, which is measurable through an annual technology audit conducted by our technology coordinator. Our fourth goal is to upgrade our technology infrastructure and hardware (i.e. upgraded routers) that we will need to support the laptop program. This goal will be measured via the annual technology audit as well. Finally, our most important goal and the reason we are applying for this grant is to increase student achievement. Pandora-Gilboa School has been rated "Excellent" by the Ohio Department of Education (ODE) for nine consecutive years, but we strive to meet the challenge of making our students college and career ready when they matriculate to a college or university or enter the workforce. As stated previously, since implementing the one-to-one laptop program in 2009, the percentage of our students who met all four ACT benchmarks for college readiness leaped from 17% to 30% in 2013, the highest mark we have earned in the past five years. We intend to continue that trend, and we will measure this most important goal by monitoring ODE diagnostic data from the Ohio Graduation Tests and End-Of-Course Exams, ACT data (including college readiness scores, college remediation rates, and composite ACT scores), and Advanced Placement score data.

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).

The timeline for measuring our intended outcomes follows four collection points in the first year. At the onset, we will collect and generate our baseline data from the following sources: ODE diagnostic data from the Ohio Graduation Tests and End-Of-Course Exams, ACT data (including college readiness scores, college remediation rates, and composite ACT scores), and Advanced Placement score data. We also have qualitative data from past-issued teacher, student, and parent surveys that we can use to generate baseline data. We also have ongoing data collection via gathering feedback at monthly professional development sessions, ongoing staff evaluations and classroom walkthroughs, and diagnostic reports teachers will generate using the Pearson LMS in core classes. Moreover, we will use mid-term exam data and report card data to generate another collection point to be used in comparison to our baseline data. Finally, at the year's end, we will review and compare our quantitative data from the ODE, ACT, and College Board (Advanced Placement score data) to our baseline data. We will also administer our annual teacher and student survey to gather data to compare with our baseline numbers. Furthermore, we will administer a technology audit to assess needs and identify potential problems. We will use all this data to determine student growth and achievement and set goals for following years. This is the evaluation cycle we will administer at Pandora-Gilboa School. One important feature of this evaluation process is the ongoing/monthly feedback we gather from staff evaluations and classroom walkthroughs, feedback from monthly teacher professional development sessions, and data collected via teacher diagnostic reports. The Pandora-Gilboa Administrative Team holds monthly administrative meetings where the team evaluates our academic programs and makes decisions based on our data collection and findings. This is the forum where the team can continuously evaluate the program throughout its implementation for effective utilization. Moreover, at these meetings the Administrative Team can explore potential problem areas and troubleshoot effective, positive solutions. This team has the ability and capacity to assess our program and its impact; to track this program, and to make timely changes and modifications if necessary.

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.