

Budget

Logan-Hocking Local (044248) - Hocking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (16)

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	692,000.00	0.00	0.00	692,000.00
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		48,000.00	7,500.00	100,000.00	0.00	0.00	0.00	155,500.00
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	152,500.00	0.00	152,500.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		48,000.00	7,500.00	100,000.00	692,000.00	152,500.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Logan-Hocking Local (044248) - Hocking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (16)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

Digging in for Deeper Learning. A Paradigm Shift in Education: Transitioning from Teaching Content To Teaching Learning for the 21st Century

2. Executive summary: Please limit your responses to no more than three sentences.

The primary goal of this project is to increase a deeper learning environment by providing a rich learning experience for students that allows them to really dig into a subject and understand it in a way that requires more than just memorizing facts. We will increase online learning and focus on incorporating the blended learning techniques by providing computing devices for all of our student population, most of whom cannot afford their own personal devices in rural Appalachia. Through sustained professional development we will enable our school district to better prepare our students to be college and career ready via a paradigm shift from traditional classroom instruction to collaborative learning in the digital world.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

1800 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Trina Barrell

Organizational name of lead applicant
Logan-Hocking School District IRN# 044248

Address of lead applicant
2019 E. Fron St. Logan, Ohio 43138

Phone Number of lead applicant
740-385-8517

Email Address of lead applicant
tbarrell@lhsd.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The traditional delivery method and reliance on textbooks to teach content is no longer in the best interest of today's student. The Straight A Grant would provide the funds necessary to implement a one-to-one solution for all secondary students, and to immerse all K-12 teachers in the necessary professional development needed to shift the culture of education in the Logan Hocking School District from teaching content to deeper student learning. The grant will provide the monies to purchase Chromebooks for staff and students, grades 7-12. Full-time access to devices will allow our students to learn at home and school, utilizing all components of a modern day education. We will increase online learning and focus on incorporating the blended learning techniques by providing computing devices for all of our student population, most of whom cannot afford their own personal devices in rural Appalachia. Our project is not simply about getting devices in the hands of our students, but more about changing the culture of education. Education is too often viewed as knowing facts or answers. A teacher poses a question and the student must know the answer. With technology and the abundance of resources available on the Internet, students can find facts and simple answers easily. Instead of continuing to teach students information they already have at their fingertips, we should be guiding them to search for, understand, and apply knowledge.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The primary goal of this project is to expand the learning environment by providing rich learning experiences that will allow for greater depth of learning and promotes critical thinking skills. The students living in our district are in a high poverty area of the state, with over 64% receiving free and reduced lunch. Through this grant, we will be able to purchase digital learning devices for each student, enabling us to expand learning opportunities for all students through online learning resources, while increasing course offerings and varying classroom instruction through blended learning strategies. Through sustained professional development we will enable our school district to better prepare our students to be college and career ready via a paradigm shift from traditional classroom instruction to learning in the digital world. Through a contractual agreement between LHSD and Ohio University's Patton College of Education (PCOE), PCOE will provide a technology PD team of five graduate students skilled in the areas of instructional technology and the common core curriculum. The team will serve as the point of delivery for professional development services. The team will work directly with PCOE faculty and in partnership with LHSD staff to develop and implement five professional development workshops. These workshops will be presented as a part of regularly scheduled LHSD in-service professional development days. In addition to the workshops the Team will serve in an on-call fashion throughout the year responding to professional development requests from LHSD teachers. LHSD staff will be able to schedule individual (or group) assistance on instructional/educational technology issues, digital interactive lesson plan development and in-class implementation. The timing and nature of delivery will be dependent on the nature of the issue and the individual request. It is the intent of the PCOE to provide robust PD service that can react quickly to requests, be flexible in scheduling and provide subject specific instruction to improve learning. This project will be coordinated through PCOE's Institute for Democracy in Education (IDE) who will assist the PD team with scheduling, logistics and communication as well as with overall project management.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Student achievement will be increased in all content areas across all grade levels by changing the educational culture. We believe that student achievement should be measured by much more than direct assessments and high stakes testing. It is our goal that students will be afforded a variety of different opportunities to showcase what they know. Chromebook devices will be in the hands of all students in grades 7-12. Teachers across all grade levels will focus on blended learning techniques to provide students with a deeper understanding instead of memorization of facts. Students will have the opportunity to take increased ownership of their education through the one-to-one computer use and online learning requirements. Through sustained professional development we will enable our school district to better prepare our students to be college and career ready via a paradigm shift from traditional classroom instruction to learning in the digital world. Through contractual agreements between LHSD and Ohio University's Patton College of Education (PCOE), PCOE will provide a technology PD team of five graduate students skilled in the areas of instructional technology and the common core curriculum. The team will serve as the point of delivery for professional development services. The team will work directly with PCOE faculty and in partnership with LHSD staff to develop and implement five professional development workshops. These workshops will be presented as a part of regularly scheduled LHSD in-service professional development days. In addition to the workshops the Team will serve in an on-call fashion throughout the year responding to professional development requests from LHSD teachers. LHSD staff will be able to schedule individual (or group) assistance on instructional/educational technology issues, digital interactive lesson plan development and in-class implementation. The timing and nature of delivery will be dependent on the nature of the issue and the individual request. It is the intent of the PCOE to provide robust PD

service that can react quickly to requests, be flexible in scheduling and provide subject specific instruction to improve learning. This project will be coordinated through PCOE's Institute for Democracy in Education (IDE) who will assist the PD team with scheduling, logistics and communication as well as with overall project management.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

The largest area of savings is in the reduction of textbook purchases for students in 7th through 12th grade. Initially, we will reduce from purchasing textbooks for each secondary student to purchasing classroom sets. Later, classroom sets will be phased out entirely, with limited exceptions. Based on historical replacement needs and the current cost of textbooks, the expected cost savings for reducing secondary textbooks is estimated at \$100,000/year for all five years, or \$500,000 total. (Completely phasing out textbooks in many areas will increase this annual savings. These additional savings have NOT been estimated or included in this annual saving figure). Another major savings area is not needing to provide and maintain traditional shared computer labs, classroom labs, and other student desktop computer workstations. We currently have 350 student computer workstations for 7th through 12th grade students which have an annual expected life of five years and cost about \$1,000/each to replace. The expected cost savings for student computer workstations is \$70,000/year for all five years, or \$350,000 total. Over the next few years, we expect that most teachers will no longer need a Macintosh or Windows desktop computer. All their computing needs will be met by the Chrome OS devices. Currently we spend \$1,200/each for teacher computers which are replaced every five years. For the 120 teachers of grades 7th through 12th, this works out to a savings of about \$30,000/year, or \$150,000 total. For both shared student computer workstations and the teacher computers, we have software licensing costs for products like Microsoft Office. While there may be some Internet service cost, most of the needs of students and teachers are provided free through our Google Apps for Education domain. Estimating based just on the currently available MS Office 365 licensing plan for students and teachers of grades 7th through 12th, we will avoid the cost of over \$60,000/year for all five years, or \$300,000 total. The last major area of savings is reducing copier and printer cost at our middle school and high school buildings, each of which currently have four copy machines. With all students & teachers using and sharing electronic documents, we expect our copier needs and related costs to be at least half of our current level over the next five years. The annual cost for these two locations is \$84,000, so we expected an annual savings of \$42,000 in copier cost at the secondary level. Our District also has a printer service agreement which includes service and toner for all building area desktop printers. We expect our current printer cost to be reduced 75% resulting in a savings of \$3,600/year. This makes the total expected savings resulting from reduced copier and printer to be \$45,600/year for all five years, or \$228,000. We expect a net spending reduction of \$715,000 in the five-year fiscal forecast as demonstrated in the Financial Impact Report. In total, our combined expected annual savings from the implementation of our plan is \$1,528,000 over the period FY 2015 - 2019.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Spending reductions from reduced reliance on textbooks and the need for shared computer workstations will allow our school district to redirect valuable funds directly into the hands of the students and teachers through Chromebook devices. Through on-going, research-based and proven professional development provided by Ohio University staff, the LHSD will better prepare the 21st century student to be college and career ready. The Blended Learning Team will guide and monitor the progress of the change in educational culture. By implementing one to one, focusing on blended learning and teachers teaching via the FIP model, students will: - Receive a 21st Century education - Will receive an education tailored to their needs. Not all assignments will have a letter grade attached. Students will be explore, make mistakes, and be responsible for their learning. - Be more aligned to each student's own educational plan. Providing for a One-to-One computing solution for students has been researched and proven as an essential tool to successfully use modern educational techniques. The problem has been finding devices affordable enough to be sustainable by a school district and powerful enough to improve student learning. We believe Chromebooks and our Google Apps for Education domain provide us with this solution. A device that costs under \$300 each, provides full access to the resources of the Internet, are easy to manage/support, and have a long enough battery life to last a full school day. We believe that providing this One-to-One solution to our students will be a dramatic change to the entire educational process. Some districts are able to implement a bring your own device one-to-one solution, but this just wouldn't work for us. The Logan-Hocking School District, which covers all of Hocking County, has many students & families economical status at or below the poverty line, as evident by our percentage of students on free or reduced meals, which is over 64%. Many families cannot afford or do not have access to a computer or the Internet at home, and most live too far away from our one public library in the county for access to information. Therefore, the only way to successfully implement a one-to-one solution in the Logan-Hocking SD is to provide district purchased devices to all students.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

We estimate the overall cost of implementing this project is \$1,000,000. The infrastructure cost for upgrading the wired & wireless networks at our middle school and high school will cost approximately \$152,500. This will include enough wireless access points for the hundreds of students accessing our network and Internet at the same time. This is a capital expenditures with a life expectancy of five to ten years. The devices for 2,166 students should cost approximately \$300 each. This consists of \$270 for each Chromebook device and \$30 for three years of management access to all devices. This means a total cost for student devices being \$650,000. Each teacher in grades 7th through 12th will also receive a Chromebook. The cost for the 120 teacher Chromebooks will be \$350 each. Teacher Chromebooks are slightly more expensive because the model we will purchase for them will have a 14" screen instead of the 11" screen for students. This results in a total cost for teacher devices of \$42,000. All 7th through 12th grade teachers will attend summer professional development sessions for a total of 20 contact hours. These 120 teachers will receive a \$20 stipend for each contact hour, for a total wage expense of \$48,000. Related retirement and medicare expenditures (fringe benefits) would be \$7,500. Teachers will also receive training at least once a week throughout the school year during their non-teaching school hours (no additional compensation expense). Total wage and benefit expense for professional development would therefore total \$55,500. The remaining part of our request (\$100,000) is for professional development services provided by our partner, Ohio University, Patton College of Education (PCOE). The PCOE will hire five graduate students including PhD and qualified Master's level students to staff the PD team. These students are critical in the delivery of professional development services to the LHSD. Having a robust number of people supporting the project provides assurances for flexibility in scheduling, meeting LHSD staff needs and providing specific subject matter support. All PD that is delivered will be done so with the support and guidance of PCOE faculty. The wages are split between summer wage support (\$20/hour for 20 hours per week) and a graduate assistanceship which is valued at \$6,500 per Ohio University Semester (also 20 hours per week). The pre-assistanceship summer period is important to efficient program delivery allowing for adequate time to train team members and prepare for delivery of the first workshop. The Patton College of Education and Instructional Technology Department sponsor the Playful Learning Summit, with generous support given from the Bill and Melinda Gates Foundation. This one day summit will provide an opportunity for LHSD staff to participate with national experts and other local colleagues in sharing how to effectively integrate games and digitally interactive concepts into teaching. This line item will cover the participant fee for LHSD staff. PCOE intends to purchase 6 HP Chromebooks. These are the models that staff will be issued in 2014/2015. PCOE will work with the Professional Development team to become effective in using this tool in anticipation of PD support for LHSD staff. The travel expense has been estimated conservatively and is based on the distance to travel for in person meetings from either Athens to Logan or vice versa.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The expected usable life of any mobile device, like a Chromebook, is three to four years. After the FY 2015 and 2016 transition period, our plan is to purchase new devices each year for 7th and 10th grade students. These devices will be assigned to these students for three years, after which they will either receive a new device in 10th grade or graduate. Class sizes vary, but our current average is about 320 students; which means purchasing about 640 new devices annually. The annual recurring cost for student devices will be \$205,000 in FY 2017 - 2019 (\$615,000 total). Teacher Chromebooks will be replaced as needed. Excluding FY 2015, we expect to spend \$12,000/year on teacher replacement devices (\$48,000 total). Anticipated as a recurring annual cost is the maintenance, repair, and upgrades to the internal wired and wireless networks. The average expected usable life of these types of devices is five to ten years. Accordingly, we estimate a \$30,000/year provision annually for such network upgrades (\$150,000 total). In total, our expected new/recurring costs will be \$813,000 over the period FY 2015 - 2019.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

1,528,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The largest area of savings is in the reduction of textbook purchases for students in 7th through 12th grade. Initially, we will reduce from purchasing textbooks for each secondary student to purchasing classroom sets. Later, classroom sets will be phased out entirely, with limited exceptions. Based on historical replacement needs and the current cost of textbooks, the expected cost savings for reducing secondary textbooks is estimated at \$100,000/year for all five years, or \$500,000 total. (Completely phasing out textbooks for many areas will increase this annual savings. These additional savings have NOT been estimated or included in this annual saving figure). Another major savings area is not needing to provide and maintain traditional shared computer labs, classroom labs, and other student desktop computer workstations. We currently have 350 student computer workstations for 7th through 12th grade students which have an annual expected life of five years and cost about \$1,000/each to replace. The expected cost savings for student computer workstations is \$70,000/year for all five years, or \$350,000 total. Over the next few years, we expect that most teachers will no longer need a Macintosh or Windows desktop computer. All their computing needs will be met by the Chrome OS devices. Currently we spend \$1,200/each for teacher computers which are replaced every five years. For the 120 teachers of grades 7th through 12th, this works out to a savings of about \$30,000/year, or \$150,000 total. For both shared student computer workstations and the teacher computers, we have software licensing costs for products like Microsoft Office. While there may be some Internet service cost, most of the needs of students and teachers are provided free through our Google Apps for Education domain. Estimating based just on the currently available MS Office 365 licensing plan for students and teachers of grades 7th through 12th, we will avoid the cost of over \$60,000/year for all five years, or \$300,000 total. The last major area of savings is reducing copier and printer cost at our middle school and high school buildings, each of which currently have four copy machines. With all students & teachers using and sharing electronic documents, we expect our copier needs and related costs to be at least half of our current level over the next five years. The annual cost for these two locations is \$84,000, so we expected an annual savings of \$42,000 in copier cost at the secondary level. Our District also has a printer service agreement which includes service and toner for all building area desktop printers. We expect our current printer cost to be reduced 75% resulting in a savings of \$3,600/year. This makes the total expected savings resulting from reduced copier and printer to be \$45,600/year for all five years, or \$228,000. In total, our combined expected annual savings from the implementation of our plan is \$1,528,000 over the period FY 2015 - 2019.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

For the five year period FY 2015 - FY 2019, expected savings resulting from the implementation of our plan are \$1,528,000 (see Question #14). Total expected new/recurring costs are \$813,000 (see Question #13). Thus, the School District expects a net spending reduction of \$715,000 in the five-year fiscal forecast as demonstrated in the Financial Impact Report. Note particularly in FYs 2018 - 2020, when the plan

is fully implemented and replacement costs of aged Chromebooks on a scheduled basis are considered, the plan continues to yield an annual cost savings to the School District of \$58,600. This clearly demonstrates self-sustainability. The School District achieves utilization of a greater share of resources in the classroom by reducing student and teacher workstation costs, copying/printer costs, and licensing fees. These resources are then redirected into the hands of the students and teachers (Chromebook devices with support).

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range June 2014-August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

June/July 2014 - Identify Blended Learning Team - Inform stakeholders of the grant award with our plan outlined in a communication release. The most important stakeholders are students, parents, and teachers. - Present and announce plan to School Board and the community. - Plan and schedule summer break professional development. August 2014 - We will be surveying students, parents, and teachers in order to obtain their views regarding our one to one implementation plan

* Anticipated barriers to successful completion of the planning phase

- Knowing how to best answer questions from staff, parents, the community and the board regarding the plan. This plan is innovative and changes how students receive instruction. It is different from the way our teachers, parents and community were taught. It is a paradigm shift.
- We will have a short timeline, in which to work, once we get notification and the turnaround to beginning PD.

18. Implementation - Process to achieve project goals

* Date Range July 2014-June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

July 2014 - Purchase and install network upgrades for MS & HS - Purchase devices for 7th grade students and secondary teachers - Hire and train PD team members - Program Kick-Off Meeting: introduce the program and participants; identify immediate PD needs and topical discussion for PD workshops August 2014 - Hold mandatory seventh grade parent meetings for the deployment of Chromebooks to all 7th grade students. - 2014 Summer Instructional Technology Workshop - Identify pilot teachers leaders September 2014 - Special PD for teachers in grades 8 to 12 that will pilot classroom sets of devices (10 total teachers) - Initiate PD team personalized PD model - Train pre-service LHSD teacher placements October 2014 - Deploy classroom sets of devices in 10 pilot classrooms November 2014 - Purchase and prepare devices for classroom sets in grades 8 to 12 January 2015 - Deploy classroom sets in grades 8 to 12 April 2015 - Participation in Ohio University's Playful Learning Summit May 2015 - Collect, inventory, and repair (as needed) all devices purchased for one-to-one deployment and classroom sets. June 2015 - Project evaluation - Program partners planning meeting August 2015 - Deploy all devices as one-to-one to grades 7 to 12

* Anticipated barriers to successful completion of the implementation phase.

Classroom teachers are essential to a successful blended learning implementation. Teachers need to understand and believe in the pedagogical shift that occurs with best practices blended learning. In turn teachers and principals set a tone of innovation. Additional areas of professional development that might be necessary are: designing and managing learning in environments where students thrive, differentiated resources and supports for individualized learning plans, getting and providing customized support, managing change. Using digital learning systems that 1) have the ability to easily adapt content and instruction based on individual student performance 2) provided teacher, students and admin real-time data 3) teachers access and use real-time data to drive planning and interventions. Learning how to manage broken and lost devices while making sure our students, (especially our middle school students) take responsibility for their computers.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 2015-2016

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Prior to implementation, pre-assessment surveys will be given to all stakeholders in our pilot group including teachers, parents, and students

to gauge their knowledge, experience and comfort of using one-to-one instruction in their classrooms. In May 2015, at the completion of the school year, a post assessment survey will be used to gain insight into what gains have been made. The survey will also provide insight into the challenges that our pilot group faced and what challenges may lie in the future when the program is fully implemented. Starting in 2015-16, we will increase the type and frequency of measures used to assess the project. We will implement a variety of formative assessments such as student portfolios, teacher lessons, critique of the program, and teacher and student observations to help gauge the effectiveness of the project. The qualitative measures we intend to include are quality review rubrics, surveys of teachers, parents, current and former students. We intend to review quantitative data including student data from achievement testing, teacher efficacy scales, student self-directed learning scales, and an analysis of our realized budget against our projected savings. Similar evaluations will be re-occurring in subsequent school years. In subsequent years, all phases of coordination, communication, and implementation will be greatly expanded. Teachers from our pilot group along with the blended learning team and Ohio University will serve as liaisons to help communicate and troubleshoot issues that are experienced by teachers that are struggling with implementation. Implementation of the devices and communication of the project goals with students and parents will be greatly expanded. Professional development, with a focus on the project, will be emphasized during these years and will greatly enhance the implementation of the project.

* Anticipated barriers to successful completion of the summative evaluation phase.

Potential barriers may include: - staff buy in - access to Wi-Fi for students at home - parent buy in - longevity of the devices because of breakage - defective devices - time to implement. Our plan to overcome these barriers include the following: In order to get staff to buy into the project we are beginning with communication with building leadership. Through ongoing communication, with the building leadership, (throughout the planning process and through their communication with staff), we hope to build enthusiasm for the project. Also through the planned professional development that will be rolled out to staff, we hope to ease concerns and increase buy in. We hope to increase parent buy in by providing ongoing communication through media, teachers, and school administrators. If teachers and students buy into the project, then the parents will more than likely buy in. We have begun looking at electronic device policies that will outline concerns over breakage, theft, acceptable use, etc. As part of this policy, it will outline the insurance that students will be purchasing to protect the devices as well. The last barrier to look at is the timeline to implement. By piloting one to one computing with a sample group during the first year, we hope to address many of the barriers. Coordination, communication, and implementation of the project is a multifaceted approach. The members of the blended learning team will play a major role in the implementation of the project. Team members will need to plan and coordinate our pilot teachers, coordinate professional development with Ohio University and A Plus, and purchase and distribute the devices. Communication with parents and students will take place in the early stages of the process. Ongoing communication with teachers in the pilot group, the blended learning team, and Ohio University is also recognized as a critical component.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

In order for our teachers to buy into this new system, we must provide them with their own online professional development, showing them this is the way of the future. It would be hypocritical to provide the same in-house, in-person PD we've always used. Teachers will need to be given opportunities to choose their PD track based on interest and need. We will be purchasing Educational Impact (not with grant dollars) to promote using online learning as a means of showing our dedication to this way of education. - Educational Impact is the premier provider of online professional development for teachers, administrators and other school staff. The company was founded in 1999 by educators who realized that traditional professional development could be improved and enhanced through the use and integration of online learning and streaming video. - Educational Impact has developed over 40 online programs containing over 375 hours of streaming video, featuring many of the top educational experts: Danielson, Marzano, Reeves, McTighe, November, Stiggins, and many more! - Educational Impact's programs are research based, and are approved for Continuing Education Units (CEU/CPDU/PDU). Educational Impact's programs can also be taken for graduate credit through university partners. With the role of the teacher changing from the facilitator of information to the facilitator of learning, the expected behavior of staff will change. With this in mind our transition plan includes: - Professional development provided by Ohio University, will be crucial to the success of the program. Graduate students, who have been trained on the blended learning model will be instrumental in coaching and modeling for our teachers, easing them in to this new way of education. - In order to make the plan appealing, we will pilot the implementation in ten middle and high school classes from September until December. Teachers will get to sign up for the pilot and parameters will be in place in order to take part. Teachers taking part will be required to present their experiences at department and staff meetings. Teachers most often listen to other teachers and that is why we've chosen this transitional model - Students will no longer have a reliance on the teacher and textbook to give them all the answers. With the teacher as educational facilitator, students will dig in for deeper learning and understanding instead of memorizing facts. Differentiation will be commonplace, with the teacher having time to assist students when they're having trouble with a concept or topic. We will no longer purchase textbooks for each student; we will instead purchase online versions with only class sets of textbooks available.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or

rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

"Blended learning has the potential to revolutionize K-12 education in terms of quality and cost, as it allows for a fundamental redesign of the educational model" (Horn & Staker, 2011). This is critical in Appalachia where traditional school systems have consistently struggled to promote learning versus memorization for most of its students because of students' greater needs and wide range of abilities. The move to blended learning and online courses in K-12 schools holds the potential to change education by making it more accessible, individualized, and provide content delivered by top instructors (Christensen, Horn, & Johnson, 2011; Horn & Staker, 2011). While long-term research is still ongoing, initial data is showing that blended learning is more effective than either face-to-face or online instruction on its own (Means et al., 2010; Nagel, 2009). Researchers with Northwest Nazarene University, in partnership with Idaho Digital Learning Academy and the International Association for K-12 Online Learning (iNACOL), investigated the impact of blended learning in rural Idaho in the spring of 2013. They found powerful benefits for both students and teachers. For students, some of the positive outcomes were 1) increased quality of student work 2) increased interest level of students during instruction 3) a general excitement during class 4) increase student perseverance. The teachers who participated in blended learning for at least one semester also showed positive correlations related to 1) the ability to provide 1:1 instruction 2) self-efficacy/confidence 3) the ability to monitor student learning 4) enjoyment of teaching. The road to blended learning is not one clear-cut path. Successful implementation can be reached many different ways. New York City, one of the largest school systems in the nation, began moving toward this model in 2009 with 81 schools (iLearnNYC lab schools) - today they are up to 239. During the 2012-2013 school year, the iNACOL worked with 8 of these schools to observe, learn, and document the implementation of blended learning to create a roadmap for all school. Through this process, they found 6 elements that are critical for successful planning and implementation of blended learning (each one of these has promising practices): 1. Leadership - Strong and consistent leadership at both the district and school levels must be present 2. Professional Development - PD must be coordinated, intentional and systematic based on the stated goals 3. Teaching - Teachers need to understand and believe in the pedagogical shift essential to implementation 4. Operations - use of digital learning systems that 1) have the ability to easily adapt content and instruction based on individual student performance 2) provided teacher, students and admin real-time data 5. Content - Teachers and students must have quality digital content aligned to Ohio Learning Standards 6. Technology - The school must have an infrastructure that supports reliable telecommunications and networking, software, and hardware devices The National Education Technology Plan of 2010 acknowledged the challenges of raising college and career-ready standards without a significant allocation in school funding in what Secretary Duncan called "the new normal"-a need to achieve more with less. The aftermath of recent economic issues makes it unlikely that most states will significantly increase education spending, yet there is widespread agreement that college and career readiness rates, particularly for low income students, must increase. Blended learning models allow for schools to increase efficiencies in two major ways: 1) reallocation of faculty time toward high-value activities such as intensive intervention or project-based learning with students 2) differentiated instructional roles, which allow teachers to collaborate and contribute their greatest strengths to content areas.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Measuring Overall Project Success: 1) The Quality Review Rubric will be used to identify indicators that establish a culture for a blended learning vision to build capacity for sustainability. - Start of Project Beginning Year 1 - beginning and end of year - Reviewed Quarterly by Blended Learning Team - Looks at Leadership, New Staff Roles, New Student Roles, Personalized Learning Plans and Progress, Next Generation Curriculum and Assessment, Flexible and Real World Learning Environments to identify strengths and gaps 2) Activity Inventory Survey will be used to inventory blended learning activities - All teacher Beginning Year 1 - beginning and end of each school year - Documented by Blended Learning Team Looks at How many classes and schools are going blended, how is this increasing over time? How many students are in blended classes and how many teachers are changing their practice? How many online resources are being used by teachers and students? How many PD opportunities for teachers? Spending Reductions 1) Budget monitor progress quarterly. - Beginning Year 1 - Review and Update Quarterly by Treasurer and Blended Learning Team - Analyze and explain positive or negative variances when comparing expenditure and forecast return to budget, together with a documented action plan in order to address adverse variances Utilization of Greater Share of Resources 1) Identify and track cost saving - Beginning Year 1 - Reviewed and Updated Quarterly by Treasurer and Blended Learning Teams Analyze and quantify any cost saving gained by a) consistently and repeatedly implement blended learning b) educational productivity by accelerating the rate of learning 2) reducing the cost of instructional materials 3) better utilizing teacher time Evaluation Team: Trina Barrell: Director of Curriculum and Instruction Kelley Hoellrich: Curriculum assistant Paul Cummings: Technology Coordinator Linda Fife: O.U. Josh Straus: LHS asst. princ. Chad Grow: LHMS asst. princ.

* 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 project's progress).

Measuring Student Achievement 1) Professional Development Survey will be used to quantify what teachers learned from PD and the next steps beginning Yr 1 - All teachers - beginning and end of each school year - OU gets data - Reviewed Monthly by BLT 2) Professional Development Survey will be used to quantify that teachers learned from PD and the next steps in PD Beginning Year 1 - All teachers - beginning and end of each school year - OU gets data - Reviewed Monthly by BLT 3) Student Achievement Teacher Survey will be used to track perceived student learning. Beginning Year 1 with pilot teachers, ongoing as teachers are added - Beginning and end of each school year - Reviewed and documented by BLT Looking at student engagement, student motivation, higher-order thinking, self-regulation, personalization, college and career readiness from teacher's perspective. 4) Teacher Efficacy Scale will be used to quantify changes in teachers' practice (ability to meet every student's learning needs, their feelings of satisfaction, success, and efficiency) Beginning Year 1 with all teachers, end of year only teachers piloting blended learning, ongoing as teachers are added - Beginning and end of each school year - Reviewed and documented by BLT 5) Academic Motivation Scale measures increase in student independent learning skills by looking at students' skills involved in the process of taking ownership of learning - Beginning Year 1 any student going into a blended learning environment (pre/post), ongoing as classrooms are added - Reviewed and documented by BLT, Pilot Teachers 6) Self-Directed Learning

Scale measures a student's ability to direct their own learning. - Beginning Year 1 any student going into a blended learning environment (pre/post), ongoing as classrooms are added - Reviewed and documented by BLT, Pilot Teachers

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

Teacher Lessons, Feedback, Observation -Pilot teachers and teacher leaders will look for what works well, identify persistent problems, surprises they experience, and develop and try out solutions to continuously improve the plan. Feedback will be collected through various ways, including face-to-face meetings, surveys, interviews, and data derived from the learning systems. The feedback, data, and learning from each formative monthly Blended Team meeting is applied to improve the model. -Through observation, reflection, and evaluation, the principal and researchers will identify changes to school support structures that will help teachers apply their new knowledge and skills. - Observe how teachers actually apply their new knowledge and skills The move to blended learning involves changing systems, processes, and teaching. Gathering meaningful data related to the impact on student achievement takes time and focus. Digital Learning Now! recommends a progressive series of assessments starting at activities, processes, and finally outcomes. Because there are so many variables that go into blended learning, it is important to make sure each system is stable before measuring student outcome. There is no perfect plan to implement blended learning. Successful innovation relies on collaboration and continuous feedback among teachers, researchers, or technology leaders to make timely, appropriate adjustments to the plan. It is important to assess implementation at each step by asking key questions: - Is it working? Why or why not? How do we know? - How could we improve it next year? - Are teachers pleased with the implementation? - Do teachers believe student learning has been positively impacted? - Are more students engaged in deeper learning experiences?

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Our schools stand at an important point in the history of education. We must demonstrate the vision and leadership to implement strategies, structures, and systems of support to move beyond one-size-fits-all models of schooling which have been in place for the past 50 years. This model has struggled to produce excellence and equity for all children especially in areas with high poverty. Blended learning models provide that opportunity to move toward a personalized, student-focused approach to teaching and learning that will use collaborative, data-based strategies and twenty-first-century tools to deliver instruction. It also supports learning tailored to the needs and goals of each student, with the goal of enabling all students to graduate college or career ready. Taken together, the implementation of Common Core State Standards (CCSS), the shift to online assessments, the availability of affordable devices, and the growing number of high quality digital instructional tools, there is a once in a lifetime opportunity to fundamentally shift the education system to personalize learning around the individual needs of every student. A customized education with high expectations ensures all students graduate from high school with the knowledge and skills to succeed in college or careers. Leveraging the power of technology will give students the ability to learn in their own style, at their own pace, anywhere and anytime. It frees students from teacher-directed learning and provides the opportunity for all students to achieve. The mission of the Logan-Hocking School District is to Motivate, Educate, and Graduate our students and prepare students for the future. Students will graduate with the educational techniques and motivation to be lifelong learners. They will be able to easily adapt to new tools, new resources, and have the desire to understand the world they live in. Over the past thirty years, schools have taken steps to integrate computing devices into education with varying levels of success. For example, computer labs are commonplace in schools and many teachers use online resources to supplement student learning. As a result of this, students have graduated with increasingly more technological literacy. This project builds upon these gains and makes a quantum leap in regards to how technology is utilized by teachers and students. The value of this project lies in the opportunities for learning that are available to students with consistent access to an Internet connected, computing device; allowing for deeper learning through blended learning opportunities. Our staff will become increasingly more confident in being able to integrate these devices into their daily lessons through a sustained approach to professional development. As a result, our students will graduate with more than just a basic level of technology literacy. They will instead become proficient in their own learning. They will leave school with a knowledge that is directly tied to 21st Century learning skills. Imagine our 7th graders who will graduate in the spring of 2020? These students will have used a Chromebook, or a similar device, for the previous six years. Their learning experiences will have gone well beyond the basics. They will have used these devices closely and meaningfully for years. These students will graduate with an enhanced knowledge in how to use these resources to solve problems and achieve a deeper understanding of the world in which they live, which speaks to the lasting value this project hopes to achieve. It has been estimated that 65% of this year's kindergarten students will one day work in a job that does not yet exist. This illustrates the importance of being a lifelong learner, being able to work with others, and adapt to constant change.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Student achievement will be increased in all content areas across all grade levels by changing the educational culture. We believe that student achievement should be measured by much more than direct assessments and high stakes testing. It is our goal that students will be afforded a variety of different opportunities to showcase what they know. Chromebook devices will be in the hands of all students in grades 7-12. Teachers across all grade levels will focus on blended learning techniques to provide students with a deeper understanding instead of memorization of facts. Students will have the opportunity to take increased ownership of their education through the one-to-one computer use and online learning requirements. - By the end of year one, 95% of teachers in grade 7 will teach at least one lesson per week utilizing the Blending Learning techniques. - By the end of year one, 80% of students in grade 7 will create and maintain a digital portfolio showcasing what they have learned. - By the end of year two, 95% of teachers in grades 8-12 will teach at least one lesson per week utilizing the Blending Learning techniques. - By the end of year two, 80% of students in grades 8-12 will create and maintain a digital portfolio showcasing what

they have learned.

* Spending Reduction in the five-year fiscal forecast

We expect a net spending reduction of \$715,000 in the five-year fiscal forecast as demonstrated in the Financial Impact Report. The School District will achieve this reduction through reducing textbooks, reducing student and teacher computer workstation costs, copying/printer costs, and software licensing fees. - Reach 50% of the estimated annual savings by the end of the first year of deployment. - Achieve 90% of the estimated annual savings by the end of the first year of self-sustaining, which will be three years after deployment. - Not exceed the estimated annual recurring cost by more than 10% during the first year of self-sustaining, which will be three years after deployment. - See an overall reduction in the five-year forecast by the fourth year after grant received.

* Utilization of a greater share of resources in the classroom

Spending reductions from reduced reliance on textbooks and the need for shared computer workstations will allow our school district to redirect valuable funds directly into the hands of the students and teachers through Chromebook devices. Through on-going, research-based and proven professional development provided by Ohio University staff, the LHSD will better prepare the 21st century student to be college and career ready. The Blended Learning Team will guide and monitor the progress of the change in educational culture. - By the end of the first quarter of year one, 100% of students in grade 7 will be assigned a Chromebook device. - By the end of the first quarter of year one, 100% of teachers in grades 7-12 will be assigned a Chromebook device. - By the end of year two, 100% of students in grades 7-12 will be assigned a Chromebook device. - Following a blended learning timeline, 100% of teachers in grades 7-12 will attend monthly and as needed PD, helping them to understand how to make the paradigm shift.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes, with startup funding and a commitment to a detailed professional development plan. Many school districts in Ohio and around the world have already implemented some kind of One-to-One solution, and the deeper learning techniques that follow. The device type and deployment methods vary, but the concept is the same. One of the main road blocks for our district, and we assume others, is the start up cost of the initial purchase, infrastructure, and professional development. In order for districts to implement a project similar to this, they should first look at the financial planning which we have done and determine if our model, in particular, the reduction in textbooks and the emphasis on professional development, meets the needs of their community. Districts will want to research the type of device and the amount of access that they want for their students, amongst other variables, however, the central idea of this project could be replicated by a committed district. After reviewing our plan, which could be as simple as reviewing our grant application along with the summary of performance at the end of the first year of implementation, if another district chooses to move in a similar direction they will want to consider the following points: -A dedicated committee will need to be formed -A year possibly more of research, planning, training, piloting and making contacts/ building partnerships with all willing to help such as ESC's, nearby Universities, etc. is vital. -The following year be dedicated to implementing the devices along with device and blended learning PD. -The committee being available throughout the process to meet, review progress and make changes if necessary. -Once implemented progress will have to be continually measured. While we have not yet implemented, we feel there are vital components that will affect our success and be the hallmarks to replicating in other districts. - Work Prior to funding: We want to reiterate, other districts would need to understand the discussions needed prior to implementing a plan. We have held administrative meetings, researched devices, researched blended learning techniques, and built partnerships with local agencies. Chromebooks have been distributed to staff. Our 7th grade staff have taken part in a year long PD plan with our district technology coordinator. We believe all of these building blocks are important to the overall success of the plan. - Partnership with Ohio University: Their blended learning expertise will guide our year one PD and we believe the success of the plan, laying the foundation for future years. - Piloting: We plan to pilot this plan in ten classrooms the first 9 weeks, transitioning to all 7-12 classrooms during the 2nd 9 week period. This will allow districts to create teacher leaders for in-house PD along with making any necessary changes to networks, devices, etc. If this is as successful as we hope, that would be a way we could share replication with other districts. After year one, we would like to be able to: 1. Summarize any changes we made to the initial plan. We will put in writing what worked, what didn't. 2. Invite other districts to Logan to interview our team and visit our blended learning classrooms. 3. Present at the statewide conference, fall and/or spring Title conferences and the February Technology conference. 4. Visit other districts, offering information on our experience and success.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances

(available in the document library section of the CCIP).

Trina Barrell: Logan-Hocking School District, Director of Curriculum and Instruction

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Logan-Hocking Local (044248) - Hocking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Linda	Fife	740-593-0378	fife@ohio.edu	Ohio University	063024	HDL Center Suite 279, Athens, OH, 45701	

Implementation Team

Logan-Hocking Local (044248) - Hocking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Trina	Barrell	Director of Curriculum and Instruction	1. Responsible for the CCIP portion of the grant.2. Work with ODE personnel, setting up visits and meetings regarding the maintenance of the grant. 3. Work directly with our partner, Ohio University, on the professional development plan. 4. Monitor the ten pilot classrooms. 5. Work, along with curriculum assistant, Kelley Hoellrich, to help implement the grant components and keeping viable data throughout the five years.	Professional Development Planner and of district PD. In charge of K-12 in-house professional development as well as monitoring and approval all out of district PD. Curriculum Design work with ten years experience in leading teachers through new programs and innovations. Has been the administrator in charge of elementary department chairpersons for 13 years, implementing vast changes and innovative programs including but not limited to 12-week teaching cycles, common core pacing charts and assessments, etc. Person in charge of textbook selections, purchasing and PD. District test coordinator. Daily experience with the ODE CCIP. In charge of Title I Title IIA budgets, Early Literacy Grant and RtT grant.	Implementation of new innovations, including but not limited to: formative instruction, SLO development, pacing guides and trimester tests, K-3 reading programs, short cycle assessment, etc. Coordinator in charge of managing Title I and IIA budgets, Race to the Top budget, federal PEEP grant and the Early Literacy Grant from ODE. Working with district teams of teachers and administrators. Led the SLO/Student Growth Measures process.	
Chad	Grow	Assistant Principal, Logan Middle School	Oversee implementation of Chromebook devices among 7th and 8th grade students. Assist in the coordination and planning of 7th and 8th grade staff professional development.	District administrator three years and eight years as a high school teacher in the general education classroom. Served as Health/PE Department Head for five years. Assisted in Osteopathic Heritage Foundation Grant and Carol M. White Physical Education Grant.	1. Lead person, working with Ohio University on various projects over the last three years.2. Has been instrumental in the success of our district Wellness Team, leading events, meetings, etc.	
Paul	Cummings	Technology Coordinator	- Infrastructure upgrades to the wired and wireless networks. - Purchase, prepare, and manage Chromebook devices. - Provide technical support & training to staff and students.	A former secondary mathematics teacher, that has been the district Technology Coordinator for 15 years.	Has played a key role in implementing and supporting almost every technology related project, program, or innovation for the district.	
Seann	Dickers	PhD Assistant Professor, Educational Studies, Dept. Educational Studies	Monthly meetings with stakeholders to discuss and reflect on processes, systems, successes, barriers. Quarterly reports about the progress towards goals of the grant. Facilitate collaborative sharing among teachers provide the best support possible in school. Documentation and sharing of lessons learned and best practices	Dr. Seann Dickers is an assistant professor in Educational Studies at Ohio University. He received his bachelor's degree in education, political science and philosophy, a master's degree in educational leadership from Bethel University, and a doctorate in curriculum and instruction with an emphasis on educational technologies from the University of Wisconsin - Madison. His fields	Previously he served in public schools as a teacher and principal for fourteen years. As the founder and director of Gaming Matter, Dickers is investigating new media integration strategies for educational leadership, teaching, and learning. His work bridges pedagogy, leadership, and policy studies seeking practical solutions for schools. Projects include CivWorld, ParkQuest, History in our Hands,	

				of scholarship include curriculum and instruction, educational technologies, and educational leadership.	Mobile Media Learning, Augmented Reality and Interactive Storytelling editor (ARIS), the Comprehensive Assessment for Leadership in Learning (CALL), Real-Time Research, and the Teacher's Toolbox Blended Learning Team - stakeholders from across the district. This team will change depending on the phase.	
Linda	Fife	Coordinator of the Institute for Democracy in Education (IDE)	On this project Linda will serve in a lead coordinating role managing communications between partners and key personnel, assuring efficient response to professional development requests and scheduling service.	Linda Fife a serves as Coordinator for the Institute for Democracy in Education (IDE), a center in The Patton College of Education that supports the Educational Studies Department and collaborates with other units within the college on a wide variety of projects. This is her second year in this position.	She retired in 2012 after 35 years in public schools, primarily in southeast Ohio serving as a family and consumer science teacher, dean of students, assistant high school principal, and principal at Tri-County Career Center. The scope of work in IDE has been wide and varied. Projects under the direction of the center include teacher professional development, publishing of professional interviews and articles that further the scholarship and understanding of educational studies, conducting surveys for Ohio University, and oversight of Ohio University's Playful Learning Summit a regional conference for educators on using games in education.	
Josh	Straus	Assistant Principal, Logan High School	Implement and manage introduction of Chromebook devices in grades 9-12. In conjunction with Ohio University plan and assist professional development for staff to effectively implement devices/ blended learning activities.	District Administrator, 10 years. Have led numerous professional development sessions on new technology. Special Educator, 4 years.	1. In charge of high school department chair persons, leading change and implementing new programs.2. Let SLO/SGM process at Logan High School. 3. District Safety Coordinator	