Budget

A Arts Academy (000556) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (469)

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	51,500.00	321,648.00	78,000.00	0.00	451,148.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	37,500.00	0.00	0.00	0.00	37,500.00
Prof Development	72,125.00	15,140.00	12,500.00	1,650.00	0.00	0.00	101,415.00
Family/Community	8,800.00	1,408.00	0.00	0.00	0.00	0.00	10,208.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	1,480,000.00	0.00	1,480,000.00
Transportation	0.00	0.00	18,000.00	0.00	0.00	0.00	18,000.00
Total	80,925.00	16,548.00	119,500.00	323,298.00	1,558,000.00	0.00	2,098,271.00
						Adjusted Allocation	0.00
						Remaining	-2,098,271.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:STEAMING.....AHEAD: ADDING THE "A " TO STEM

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

This grant will add the "A" for art to science, technology, engineering, and math (STEM) for the purpose of developing creative, problem solving, inter-disciplinary questioning thinkers who will show increased student achievement (Goal 1) and will view themselves as college-abled learners (RttT goal). Understanding the needs of an economically deprived minority student population who is experientially limited, the staff desires to change the teaching/learning dynamic to come alive by 1) utilizing hands-on inquiry based STEAM instruction in laboratories and studios by adding on classroom space and purchasing STEAM resources; 2) utilizing the community to understand how Art is necessary to the STEM subjects by developing career awareness; and 3) utilizing the power of technology (Dr. Antoun Daou, PhD, Space Scientist & Engineer at Rice University, already committed),by connecting to scientists solving real world problems, and utilizing the "The Project Approach" to make meaning through developing products and projects as a basis for judging real learning. To improve teachers' instructional delivery, the staff will receive embedded professional development in the utilization of technology, participate in a book study of "The Project Approach", and embracing the strategies of "The Artist's Way" and "The Artist's Journal Workshop" as a means of developing and sustaining students' creative ideas.

393 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Carolyn Berkley

Organizational name of lead applicant: Superintendent

Unique Identifier (IRN/Fed Tax ID)[redacted]

Address of lead applicant: 1395 Fair Ave., Columbus, OH 43205

Phone Number of lead applicant: 614-260-3390

Email Address of lead applicant: cberkley@aplusarts.com

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

First Name, last Name of contact for secondary applicant: not applicable

Organizational name of secondary applicant: not applicable

Unique Identifier (IRN/Fed Tax ID): not applicable

Address of secondary applicant: not applicable

Phone number of secondary applicant: not applicable

Email address of secondary applicant: not applicable

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

not applicable

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The implementation team is comprised of the following individuals: Carolyn Berkley, Superintendent; David Fant, Principal; and Martha Moore-McConnell, Education Consultant. Mrs. Berkley, a CPA, was the founder of the A+ Arts Academy, beginning as a 6-8 arts middle school in 2004. In 2006, A+ Arts Academy Board of Education was able to purchase a building on S. Napolean Ave., Columbus, Ohio. In fall 2010, the district expanded to include grades K-5. While the schools were one district (same IRN), they were housed in separate facilities. After several years in school improvement, the district/building met their school improvement goals and was recognized as an "Excellent" school. In summer 2013, the district purchased a Columbus Public Schools building on Fair Avenue in order to house all K-8 students in one facility, enabling the district to be run effectively and efficiently. By carefully managing General Funds, Mrs. Berkley has maintained a carry-over each fiscal year. As superintendent, Mrs. Berkley oversaw all operations to get the community school established by purchasing the first facility and leasing the elementary facility when it became A+ Arts Elementary. Mrs. Berkley organized and managed the renovations to the new facility in order to house all 393 K-8 (an increase of 100) students in August, 2013. This was a short turn around time, less than two months. Dr. David Fant has been employed as a teacher since the inception and has served as principal for four years. He has participated in developing systems to create an efficient organization. Martha Moore-McConnell, a retired administrator, has experience as a superintendent, school improvement facilitator, district coach, elementary principal, and Supervisor of Expanded Learning Opportunities, Summer School and Supplemental Services for Columbus Public Schools. As the CPS summer school and supplemental services administrator, Mrs. McConnell created systems and programs to support the non-profits (those certified by the state as eligible to provide tutoring services) by providing quarterly meetings to share each 9 weeks major instructional objectives and areas of student weaknesses from OAA results. As CPS Summer School Coordinator, she managed programs in 32 buildings for over 6,000 students taught by more than 600 teachers. In addition, she saved CPS over $1,000,000 in the summer school fund by utilizing all state and federal grant monies appropriated to the district. Mrs. Moore-McConnell was one of the original School Improvement Facilitators who worked with eight other regional facilitators to create a state-wide systematic school improvement system. She developed the curriculum alignment process taught at statewide regional meetings. Mrs. Moore-McConnell developed the School Wide Assistance Team (SWAT) program, an innovative program funded by Title I for southeast Ohio. Under Mrs. Moore-McConnell's leadership, Pike Elementary in East Muskingum School District was recognized as Ohio's BEST "Seeds of Change" Award for most replicable program in Ohio, 1996. Pike Elementary's multi-age program was developed under Mrs. McConnell's tenure as principal. Mrs. Berkley and Mrs. McConnell have managed large sums of money. As Superintendent of Cambridge City Schools, Mrs. McConnell lowered the drop-out rate from 26% to 9% in one school year by implementing innovative programs. Together, Mrs. Berkley and Mrs. McConnell bring a wealth of experience managing, developing, implementing and evaluating large programs.

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)

- [x] 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
- [x] 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.

STEAMING ... AHEAD will change how teachers deliver instruction and how students engage in thinking and learning. 92% of the students qualify for free/reduced lunch and 94% are African-American.

Students in poverty worry about how their basic needs will be met. They live in the "here and now" and don't worry about the future because they can't. They have to eat, be warm, and feel safe. To create a "thinking" generation, the instructional system must change from passive to active; impacting how students generate ideas, question everyday environments, and understand the connections between society's needs and technological advance-ments. Real learning is the practical application of thinking and doing, creating and applying, communicating and discovering, observing and recording, and developing and working hypotheses. Thus, the teacher challenge is to make learning come alive by designing experiences supporting STEM Standards and showing how art is integral to all. As part of instruction, the staff will create a system to generate and reward "thinking" questions from the students in their environment, community, and world. A second grant goal is to provide opportunities in which students experience the practical application of STEM and Art through career development and awareness. For example, inviting a visiting artist such as Jan Kish of "La Petite Fleur", one of the top ten cake designers in the United States, who will describe her journey and how she uses engineering principles as well as chemistry, math and art when designing her cakes, will illustrate the application of art and STEM. Learning becomes purposeful and practical as she generates questions to solve problems to engineer her cakes. Visiting artists, plays, concerts, demonstrations, and exhibits will support career awareness and development. A third goal is to provide learning laboratories and studios for creative thinking, questioning, and producing which is lacking in the present facility. These spaces will be housed in a free standing 120' X 50' pre-engineered facility. To support Project Based Learning the best learning environment is a laboratory space (studio) that is multi-functional. It will be utilized for demonstrations, exhibits, discussions, "group think", deconstruction, construction, observation, and reflection. In addition to the studio, there will be two science labs, one K-4 and one 5-8, for hands-on science experiments. After a review of 2013 OAA test data, all goals support increased student achievement in content weaknesses. While students met Value-Added, students do not respond to extended responses and do not understand math and science processes; abstract when learned from a book but concrete when learned in a lab. To support Technology in all Standards, resources will include purchasing computers, i-pads for all students, printers, 3-D printers, and production materials to move to product/performance based assessments. A Digital Graphic Designer will teach how to translate ideas to digital design (student interest). An Astro Physicist, Dr. Anton Daou, from Rice University(committed), will connect students to scientists working on real problems all over the world. Purchasing non-fiction "STEAM" books will provide complexity in reading. A technology teacher will provide embedded PD; including finding STEAM resources aligned to the Standards, supporting teachers in their implementation learning curve, and moving to the utilization of technology as a tool for innovation. To support long-term thinking and questioning, students will journal using "The Artist's Journal Workshop" and "The Artist's Way." Teachers will be provided work time to align Art Standards to STEM Standards and will continue the study of "The Project Approach." STEAMING AHEAD.... refers to the slow steady progress in increasing student achievement by systematizing teaching and learning to a hands-on project based thinking and questioning system.

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.

Teachers know from disaggregated OAA results to develop "higher level" thinkers they must change the approach to teaching and learning. From ODE projections for the 2014-15 OAA student passage rates, they recognize student passage rates will be less than 25%. Teachers want to create a learning environment for accelerated, advanced and/or gifted students to show more than one year's growth. We teach in short time frames with little depth. The teaching and learning dynamic will change by 1) creating longer time frames and incorporating hands-on processes for students to observe, think, develop questions, and record their ideas (inquiry-based learning); 2) to experience, realize, and record the practical application of thinking and questioning as it pertains to STEAM careers; and 3) to understand technology as a powerful medium to change the world, not just to access information. Stefan Sagmeister, who developed "Happiness by Design", talks about how he generated enough ideas in one year's sabbatical to last him the next seven years of potential production. He was able to accomplish this by dividing his day into segments to support his ability to generate ideas. So, we will create studio time for students to wonder and generate questions about their world, and think about possible solutions to their questions. We will instruct students in "The Artist's Way" by Julia Cameron; a structured process by which students generate ideas which are written or recorded. These thoughts become springboards for students' interests and studies. Next students will learn to journal using "The Artist's Journal Workshop" by Cathy Johnson, a process by which students create their lives in words and pictures. While the process (journaling) sounds the same, they are different. In the first, we learn to randomly think, question, and record thinking, some of which will lead to other ideas. The second process enables students to use real materials to record ideas/textures/colors in order to use as a springboard for product development. For the students' understanding, there are two key benefits to the implementation of these processes: 1) learning flows to the future, and 2) ideas have meaning even though you might not understand them right at this moment in time. When attending outside activities or listening to visiting artists, students will record on a clipboard what they see and hear, perhaps drawing as a result. More importantly, by utilizing a graphic organizer students will make connections between Art and STEM. These connections will be taught in developmentally appropriate ways from kindergarten through eighth grade. In the early grades, teachers will lead students by modeling the processes. In the later grades, teachers will encourage students to work in small groups and independently. As part of career awareness and development, students will have access to real world workers who have developed their own businesses or products as a result of using STEM and Art. In the students' Journal Workshop materials, they will record the career, the STEAM subjects used, and what they liked or didn't like about what they saw. Discussions, reflections and observations will be held in the studio. A technology teacher will be hired to embed professional development on utilizing technology supporting STEAM in the classroom. Utilizing technology in the classroom is the first step to utilizing technology as a creative tool. To communicate ideas, problems, solutions, projects, and products, technology is an important real world tool. Students must understand the capabilities of what technology can do besides be a medium to connect to the internet. Through the purchase of i-Pads, computer centers, 3D printers, lab tables, media production materials, clipboards, supplies, non-fiction books and artists journals, teaching and learning will come alive, moving from abstract to concrete, and from passive to active learning.

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.

not applicable

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

2,098,271.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

100's, SALARIES: Professional Development: technology teacher for embedded staff development and researching technology resources, 125 days @ $225/day = $28,125, Stipends for 22 teachers X 10 PD days (June) = 220 days @ $200/day = $44,000; TOTAL PD SALARIES = $72,125; Family/Community: Stipend to teachers for providing Family Technology nights, 22 teachers @ $100/night including prep = $2200/night X 4 nights = $8,800; Total Family/Community Salaries: $8,800. TOTAL SALARIES: $80,925.200's, FRINGES: for technology teacher in PD ($28,125 X 16%) = $4,500 + medical benefits (8 months @ $450) = $3,600, for 22 teachers 10 PD days ($44,000 X16%) = $7040 and for teacher stipends for Family Technology nights ($8,800 X 16%) = $1,408 TOTAL FRINGES: $16,548 400's, PURCHASED SERVICES: Under instruction, 10 visiting artists @ $750/day = $7,500, 1 Space Scientist & Engineer, Antoun G. Daou, PhD, Rice University(already committed) and 1 digital graphic design artist in residence (long term 2-4 wks) @ $10,000 each = $20,000, Entrance fees, tickets for 6 field trips = 400 students @ $60./student (to be spread between the 6 field trips) = $24,000; Software licenses = $10,000; Under Gov/Admin: 1 project manager: 75 days @ $500/day = $37,500; Under Professional Development: 1 professional developer/curriculum resource to guide "The Project Approach" book study and to align Art with STEM, 25 days @ $500/day = $12,500. Under Transportation: 5 buses per trip X 6 trips X 4 hrs/trip @ $150/hr = $18,000. TOTAL PURCHASE SERVICES: $119,500 500's, SUPPLIES/MATERIALS: non-fiction STEAM books (400 students @ $60/student) = $24,000; i-pads (400 students @ $500) = $200,000, 10 Apple Computer stations(Media Center) @ $3,000 = $30,000, 4 3-D printers @ $2,500 = $10,000, Software Licenses = $10,000, 20 classroom HP Wireless Printers @ $400. = 8,000; Science labs materials and supplies for hands-on activities: 2 labs @ $7,500 = $15,000; Journals, notebooks, art supplies for 400 students @ $10/student = $4,000; Media Room (for creating videos, music cd's, photographs); 16 audio keystation @ $49 = $800, 16 Roland SD-50 Sound Canvas @ $429. = $6,864, 16 Boss DR - 880 @ $469 = $7,504, 16 Blue Microphone Spark Cardoid Condensor @ $200 = $3,200, 16 Monster 607209/20' Standard 100 Mic Cable @ $30 = $480, 12 On Stage Mic Stands @ $21.67 = $260, 1 Mackie Pro FX16 @ $500. = $500. Video Cameras 4 @ $260 = $1,040 TOTAL SUPPLIES: $321,648. 600's, CAPITAL OUTLAY (NEW): Under Instruction 15 Classroom Smart Boards @ $5,200 = $78,000; Under Facilities: 120' X 50' = 6,000 sq. ft. free standing building addition for 2 science labs, 1 media and technology center (for performance/product assessments), 1 creative learning studio, inclusive of casework, furnishings appropriate for Elementary and Middle School science labs, including installation on masonry foundation, full crawl space, concrete walks, water and sanitary service connection from main building, electrical, security and fire alarm, site demolition, earthwork site excavation, technology services, public address and phone service, architectural and professional fees for design, engineering, management and permits (to be completed in 150 days) = $1,480,000 TOTAL GRANT REQUEST: $2,098,271.00 $2,098,271.00/400 students = $5,246.00, a short investment for a long term result

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.

28,000.00 * 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.

The recurring costs will be the utility costs associated with operating the free standing facility. We have budgeted $1,500 per month for utilities, totaling $18,000 in the FY15 budget. Due to the building completion timeline requiring 150 days, we are not budgeting utility costs in FY14. An additional recurring cost will be the purchase services dollars for $10,000 in software licenses. These two amounts equal $28,000. As a result of purchasing Smart Boards, computers, and printers, the $110,000 in Capital Outlay (New) in FY 14 will be reduced to $82,000 in FY15.

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

0.00 * 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.)

This grant provides one six month time frame to improve teachers' instructional best practice and to provide a facility for students to experience hands-on learning by adding the A to STEM, by utilizing best instructional practices of "The Project Approach", "Inquiry-based learning, and utilization of technology to understand the importance of how technology changes the world. As mentioned in #15, this community school expends approximately $6,500 per student. It does not expend $13,000 per student as some of the suburban schools do; therefore, we maintain the state mandates in teacher/student ratios. The district is not over staffed in administration or teachers. As a lack of technology resources contributes to the digital divide with poor minority families, it is our goal that this one time expenditure will reap huge benefits for students who do not have access to computers at home or simply understands technology as playing games. Through the utilization of technology for instruction and as a means by which to create products/performances as part of assessment, the students will come to understand the power of technology as a means to solve society's problems and future problems. By encouraging students to perceive themselves as college-abled, we hope to save the state budget the costs associated with welfare and other. While these savings are hard to calculate in the General Fund balance, we know the studies show that many middle school students, especially African-American males, become disenfranchised with school. Through hands-on (active) real life teaching and

learning, our goal is to not lose one student to the cyclical pattern of poverty. There will be no significant savings in FY 15 as we are not adding permanent staff from this grant. Purchased services for the professional development will be a one-time cost. By embedding technology PD during the day, we will use a train the trainer model to sustain teacher growth in best instructional practices. In meetings, time will be allocated to share technology resources. Teachers will become facilitative leaders in supporting professional development with new and returning staff.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The following sustainability plan accounts for the staff's ability to increase student achievement over five years. One strategy is to develop competent teachers who will utilize powerful digital resources for instruction to increase student learning through active engagement. The Technology Teacher will be employed from January - June to embed professional development throughout the instructional day; modeling for teachers, and scaffolding their learning processes to build competent teachers. Teachers will become facilitators of learning instead of tellers of facts. As with anything new, there will be an implementation dip. We know active engagement is messy and noisy and appears less structured. With the help of the Tech Teacher and the program monitor, we will monitor to support continued teacher growth with best practices identified in this grant. We will schedule time during meetings and preparation blocks to identify and seek the support and guidance we need. Also, the Tech Teacher will research, review, and recommend technology programs that integrate and align to STEAM Standards for purchase. During the ten PD days in June, the Tech Teacher will assist teachers while they integrate Art and STEM standards and plan integrated projects built around themes. We will encourage teacher leadership to mentor new teachers as to best instructional practices for STEAM. Teachers will learn how to create artists journals to record ideas and how to encourage students to generate questions and possible solutions from their observations at school and in the community. As this best instructional practice is allotted time in the school day, it will become embedded in the instructional delivery system. All additional resources are a one-time cost. The staff count will stay at the ODE recommended teacher/pupil ratio minimum. As a community school, the district spends approximately $6,500 per student, one of the least per pupil expenditures in Franklin County and inside Columbus Public Schools attendance area. This community school has no avenue of generating revenue for permanent improvements. To change the course of student engagement and achieving through a free standing pre-engineered facility is greatly needed. We believe this will enable gifted students to show more than one year's growth in achievement by selecting their own area of study. The purchase of non-fiction STEAM books will be a one-time purchase and support reading of complex information text. Staff Development in the summer and the grant manager/program monitor will be one-time purchases. The purchase of technology hardware including computer centers, printers, 3-D printers, and i-Pads will be a one-time purchase. There is already a supplies and materials line item in the General Fund budget. Best instructional practices are identified as part of the Ohio Teacher Evaluation System, aligned to Teacher Standards. By implementing this evaluation system this school year, we are monitoring ourselves on our identified areas of growth as noted on the self-assessments. Finally, we will create a portfolio of work to show continued growth over the course of this school year and each additional year thereafter. The recurring costs will be the utility costs associated with operating the stand alone facility. We have budgeted $1,500 per month for utilities, totaling $18,000 in the FY15 budget. Due to the building completion timeline requiring 150 days, we are not budgeting utility costs in FY14. An additional recurring cost will be the purchase services dollars for $10,000 in software licenses. These two amounts equal $28,000. As a result of purchasing Smart Boards, computers, and printers, the $110,000 in Capital Outlay (New) in FY 14 will be reduced to $82,000 in FY15.

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): 11/01/13 - 06/30/14

* Narrative explanation

When the Straight A Grant was announced, the Board of Education was informed of the purpose of the grant and what the expected outcomes could be. Teachers and students were informed of the grant by the building administrator. At an October meeting, teachers were asked for their input into the grant. To generate the ideas for this grant, staff identified areas of programmatic weaknesses. As an Arts school and recognizing art is integral to STEM, we elected to design a teaching/learning program to create interdisciplinary lessons based on active hands-on learning and creating experiences to enhance students' connections and experiences. By bringing Technology to the classroom, teachers will become confident in using technology as a resource (which they aren't now). As part of planning, several staff members will visit other district's science and media centers. Dr. Anton Daou, Astro-Physicist at Rice University has agreed to lend his expertise in laboratory classroom design. Prior to the grant being awarded, Board planning will begin with a resolution to authorize an architect design for the pre-engineered, pre-fab building including two science labs, one huge studio space, a media/production center, and boys' and girls' restrooms. Stakeholders, staff, and students' ideas will be solicited. The Treasurer will prepare bid specifications. Once notification is received, the bidding process will begin in late December or early January. Teachers will identify content areas of need for purchasing non-fiction books supporting STEAM. Realizing the bidding process may lower the cost of the facility, we calculated a larger per square foot cost in this budget. We will follow the Plan, Do, Study process as we work to solve barriers. One barrier to slow the process down could be not getting all our ideas for the facility actually incorporated in the building plans. (Dreams are always bigger than actual reality!) A second barrier could be the bids coming in higher than the amount requested for Capital Outlay in the grant application. During November, Mrs. Moore-McConnell will meet with Dr. Antoun Daou, Space Scientist & Engineer at Rice University, who has developed modules to incorporate Art with STEM. We will identify particular areas of student interest for his Artist /Scientist in-residence time frame. We have discussed utilizing technology to connect to scientists he is working with around the world. He has offered to work with us to help generate what the learning spaces in the new facility could include. Once the award is granted, we will schedule Dr. Daou's visit. We will inform parents in bi-weekly memos about the progress of the planning and implementation of the purposes and goals of the grant. We will hold four Parent Technology Meetings during which we will show parents the technology resources we have purchased and how they impact hands-on learning and student motivation. We will also have student presentations on their works in progress with creative journaling, questioning, and creating journals with textures, colors and other which they find intriguing. Students will also share what they have learned from visiting artists, career awareness, and how art integrates with STEM. We will post progress a bi-weekly progress memo on our website and send home parent communications with students. An additional plan is to make a connection with Franklin Park Conservatory to support the hands-on-learning.

Implement (MM/DD/YYYY): 01/05/2014 - 09/30/2014

* Narrative explanation

Explanation: 1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development. Late DECEMBER, EARLY JANUARY: Post awarding of grant on website. Create calendar with dates and times of all activities. Update as needed. Prepare a parent memo to go home first week of January. Place purchase order for staff development books. MID-JANUARY: 1) Post award bid for constructing Pre-engineered Facility, file for building permits, write purchase orders for contracts, 2) Hire Project Manager and Technology Teacher; Begin to generate lists of non-fiction books and other resources aligned to STEAM; Order Smart boards, computer stations, i-Pads, classroom printers, 3-D printers, and equipment for media room for making and recording music, videos, and other products; Make contacts with entrepreneurs who have built businesses around A and STEM for school programs, Make contact with a Digital Graphic Designer, Schedule first field trip; Use second quarter's student benchmark scores as first evaluation, administer a STEAM interest survey for qualitative results; Generate a rubric score for student's writing. 3) On PD day, explain the grant goals, requirements, and time lines to teachers. Outline the Professional Development for the second semester. Explain the purpose of studying "The Project Approach", "The Artists' Way" and "The Artist's JOURNAL", Share the staff development books. Teachers will begin their journals. FEBRUARY: 1) Begin off-site construction of facility, 2) Embed time into the student day to generate questions and develop students' understanding of "group think" modeled and led by Program Manager. Begin journaling using "The Artists Handbook" as a model. Technology Teacher meets with each content specific team to identify upcoming student objectives by Standards for connection to technology resources. Program Manager seeks out new STEM and Art experiences to schedule field trips. Take first field trip scheduled. Tech Teacher begins research. Classroom Smart Boards will be installed. 3) Teachers will continue "The Project Approach" book study. Tech Teacher will schedule times in classrooms. First Family Technology Night held. MARCH: 1) Excavation of earthwork, build foundation walls, hope for good weather; 2) Process purchase orders for non-fiction STEAM books and technology resources, Take second field trip. Continue journaling, Schedule third field trip. First Artist/Scientist residency. 3) Teachers review technology in their specific content Standards. Technology Teacher continues to embed PD. Teachers continue to journal. Second Family Technology Night held. New non-fiction books will be categorized and labeled. APRIL: 1) Placement of building on foundation walls, run all necessary utilities from main building; 2) Take third field trip. Schedule fourth field trip. Continue developing journaling, creating graphic organizers, self-assessment with rubric. 3) Teacher self-assessment on utilization of technology, continue "The Project Approach" book study. Share examples of STEAM lessons in PD meeting. MAY: 1) Connect all utilities, including safety systems (cameras, fire alarms), place all new equipment and hardware, 2: Second Artist/Scientist Residency (after OAA). Take fourth field trip. Students take summative assessment on STEAM project. 3) Third Family Technology Night held. JUNE: 1) Pour cement sidewalks; 2) Schedule Open House for Fourth Family Technology Night, invite State Superintendent and Governor; Parents given evaluation form for project; 3) Provide ten days of staff development to teachers; Review OAA results for points on extended responses, Were goals met: Did more than 25% of the students score accelerated/advanced. Did 10% more of students score proficient? Did students score higher on response questions? JULY: Complete and file summative evaluation.

Summative evaluation (MM/DD/YYYY): 07/30/2014

* Narrative explanation

The summative evaluation will be the completion of all parts of the grant. The Project Manager will create and complete a timeline check sheet with three major areas: 1) Building construction, 2) Student Active Learning, and 3) Professional Development. 1) The building construction will require constraint monitoring to maintain the150 day time frame. The Program Manager will establish a monthly job target with the Company awarded the bid. She will meet every two weeks with the company building the Pre-Engineered building to monitor the workflow. While this is a tight timeframe, it is doable; purchase orders processed in second semester and paid prior to September 30, 2014. The final evaluation for building will be the successful completion, ready for students prior to June 30, 2014. 2) Students evaluations will be quantitative and qualitative. Students will complete evaluations of each performance, field trip, and visiting artists' programs. Students will use a graphic organizer to generate questions about what they saw. Students will create a portfolio with examples of writing, questions they've raised, pictures of products they've created. They will self-assess their journals from the beginning of February to the end of the year with a rubric. We will set a goal that at least 75% of students will move up one rubric number and that accelerated and advanced students will set goals for their advancement using a rubric which involves more complex thinking and organization skills. All students will self-evaluate their "Artist's Journals" by creating a group rubric. By the end of the semester, students will have researched one problem they identified utilizing technology, the scientific process, and developing a product illustrating what they learned. In the early grades, teachers may guide students through the process in a developmentally appropriate way. By third grade, students may research together or individually, as they choose. Teachers will guide students in their self-assessing. They will critique utilizing reflecting questions. Students will complete an end of year evaluation of the program. Lastly, for the summative evaluation, students will be given an example of some project involving at least three STEAM concepts. 80% of the students will write clearly about what STEAM ideas are incorporated in the project. 3) Teachers will be required to keep journals of their own, showing what they are learning and questioning, and reflecting on the implementation of the instructional stratgies they are incorporating into their lessons. At the beginning, teachers will complete a survey on their knowledge and use of technology in the classroom. A post-survey will be given at the end of the semester. It is our goal that 60% of the

teachers will feel confident in the use of technology as a resource for learning. A second goal is that 30% of the teachers will feel confident utilizing technology as a tool for solving problems and creating products. After the June PD days, 100% of the teachers will be competent in building engaging lessons aligned to STEAM Standards, by creating the formative and summative assessments or rubrics for assessments first. The "Do" will become more important in the Standards Based design of lessons and assessments, showing what "a student knows or is able to DO". Finally, we will encourage the parents to attend all programs at the school. We will set a goal of 60% parent participation on the Technology Nights; however, we will expect a higher percentage for the resident Artists/Scientist program. When scheduling one day programs with entrepreneurs, we will attempt to schedule one session for parents and pre-schoolers. Mrs. Moore-McConnell will be responsible for the written summative evaluation.

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

As an aggregated total, 27% or 52 students scored accelerated or advanced in reading, 22% or 43 students scored accelerated or advanced in math, and 25% or 13 students scored accelerated or advanced in science. Using these totals as numbers the ODE has suggested will pass the 2014-2015 OAA tests, we have a lot of work to do. We can't stand the thought of 75% of our students failing the test. We know failure will adversely affect their belief in themselves as competent learners. So, we recognized the challenge last year and have planned for it this school year. We have identified all of the students who are within 4 points of moving out of proficient. We have recognized weakness in the curriculum and are working to improve time or delivery of instruction in those areas; however, we understand that this method of instruction delivery has not given us the expected growth in achievement. Therefore, we recognize our need to change to a project based instructional delivery system, utilizing inquiry, and performance based assessments. Our children need opportunities to build an experiential base to make learning meaningful. They need to experience the connectedness of STEM and Art. Our science scores have not increased over time, we recognize students need science labs to make learning concrete. We know the media center and increased use of technology will be valued by all the gamer students who want to learn how to create games, the rationale for adding money for a Digital Graphic Designer. By utilizing the new space for the purpose of developing thinkers, dreamers, believers, we are giving our students hope. Without hope, our students cannot see a future for themselves and without experiences they cannot envision all that they can be. So, over the course of five years, we will become a project based school, with technology utilization beyond literacy and moving to technology as a tool for creation. Students will routinely develop products and presentations involving more than one subject from STEAM. Students will be given many choices to research an interest. We will continue to refine the use of artists' journals as a means to encourage long-term thinking and wondering. As we institutionalize the instructional delivery system, we will become facilitators of learning and be comfortable in that role. Teacher Standards encourages the use of engaging, interactive hands-on learning. Lastly, as a result of continued professional development, it is our goal through the OTES system to show growth in teacher evaluations. We are setting a goal of having at least 4 skilled teachers on our staff, a high goal when considering the ODE projections. The school's institutional culture will become one of "Continual Learning and High Expectations" for all.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Adding Art to STEM has a movement gaining momentum nationally. John Maeda, president of Rhode Island School of Design, named #1 design school in the world, is leading the movement to transform STEM (Science, Technology, Engineering and Math) to STEAM by adding Art. Called the "Steve Jobs of academia" by Forbes, he believes art and design are poised to transform our economy in the 21st century like science and technology did in the last century. Under Maeda's leadership, RISD has become a forceful advocate for art and design in the halls of Congress and the start-ups of Silicon Valley. This was the rationale for adding Art to STEM. Dr. Antoun Daou, Astro-Physicist at Rice University, is also a proponent of adding Art to STEM. We are privileged to have him commit to work with us on our design and serve as a resident Scientist, bringing international scientists into A+ Arts School through the use of technology. Community Research Partners developed a profile of "Columbus and Franklin County." The Poverty Profile states the following trends: In 2006, Franklin County's black or African American population had a poverty rate nearly three times that for the white population; Poverty among children is nearly three times the rate of poverty for persons age 65 and over; In 2006, Columbus's black or African American population had a poverty rate more than double that for the white population. These statistics identify our student population as being at high risk for failure, dropping out, and continuing the generational poverty cycle about which Ruby Payne writes, a renowned speaker and writer on poverty. In the "Standards for Technology Literacy: Content for the Study of Technology, Third Edition", sponsored by the "International Technology Education Association" and its "Technology for All Americans Project", it states on page 2 that while there is a consensus for the inclusion of technology in elementary, middle and secondary schools, "the formal environment in the school where the study of technology takes place, are available in only a small number of elementary, middle, and secondary schools around the country." A 6000' free standing facility incorporating science labs, media production centers, and a large "thinking/creating studio" wired for technology, with 3-D printers, will bring technology to the forefront as an instructional tool. Having access to computers, printers, and the internet at their fingertips will encourage the use of technology daily, both by teachers and students. In the May 2011 ODE Technology Standards it states, "the standards address a broad range of technology experiences with application in computer and multimedia literacy, information literacy and technological literacy in order to provide the best possible foundation for technology achievement." In the ODE Arts Standards, the sixth Guiding Principle, "Studying the arts associated careers, including the choices artists make as they design solutions and how aesthetics influence choices consumers make" supports integrating career development with STEM and the residency of a Digital Graphic Designer. Lastly, teaching students a strategy to record their life opportunities and activities is a communication tool and supports becoming a life-long learner. At the end of the week, children take papers home for parents to review and they get thrown out at the end of the week. By developing portfolios and artists' journaling reflecting their wonderment, fascination, and joy with their world will go a long way to encourage them to believe they can become college ready learners. While this is a six month project, it provides us with the impetus and motivation to change how we do business at A+ Arts Academy.

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

☑ Yes ☐ No

22. If so, how?

Mrs. Moore-McConnell, Project Manager, has experience in developing and promoting a new way of learning. The implementation of a multi-age program was honored by BEST as the most replicable program in Ohio. Through her design as elementary principal, the replication of the multi-age program was promoted. The integration of Art into the STEM subjects is easily replicated after the basic framework has been developed. We will design processes, graphic organizer, journal lay-outs, model lessons designed with inter-disciplinary connections to STEAM. Developing a student body who has been taught to question what they experience, identify how the subjects/content are inter-related, and generate ideas about what else they want to learn is a major step to changing students' lives. Students will call upon their own experiences to illustrate how this change has impacted their life. We will ask them to speak at Family Technology nights and at any outside presentations at conferences. They will share portfolios or products, talk about how "The Artist's Journal" supports remembering ideas, and how questioning can lead to other interests. All Standards require students to communicate and record their thoughts whether through journaling, drawing, or utilizing the computer. This is not a new concept. Communication and technology are at the heart of all 21st Century Skills. Utilizing the scientific method as a means to solve problems and/or answer questions is not a new concept. Illustrating learning through the development of a product or performance is not a new assessment tool. Creating a thinking, questioning, problem solving student requires thinking about instruction and design from a different perspective. This is a long term project, not the neat regurgitation of facts. We believe there will be interest in the STEAM concept because children love art. Why? ... it is a "doing" subject. When we show how art influences all of STEM and the lesson/assessment design does support higher achievement results, we will expect more organizations, colleges and universities, and businesses to desire to help support the STEAM movement. Lastly, if the curriculum becomes exciting to students as we hope, word travels fast. We assume our student enrollment will increase. Student success is the best press. Obviously, we will share our results with stakeholders through press releases, posting on district's website, and articles in the suburban newspapers and "The Columbus Dispatch."

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

The project goals support increased student achievement through the integration of Art into the STEM subjects. This grant's substantial value and lasting impact is giving us the facility and technology to integrate Art with STEM. The engagement of students in hands-on learning is a powerful motivator; it pulls from a child's natural curiosity. Developmentally, third and fourth graders are moving to more abstract concepts that are not supported by manipulatives or a strong experiential base. By fifth grade, students' hormones kick in and they become more interested in each other. In the RTI pyramid, student behaviors escalate when they are not meaningful engaged. So, our greatest desire for a lasting impact is that we are able to keep the students enthralled with learning, to experience the purpose of learning, and to believe themselves to be able to be anything thing they want to be. We want to open the world to them. We want to show the parents there are real career opportunities for their children that are meaningful, productive, and satisfying to them. We will work with parents to understand the importance of their comments about science or math being "hard for them." Also, we hope that parents will want to become engaged through the technology to the point they will pressure us to provide learning modules for them. Teachers will become facilitators and utilize technology like we use microwaves. Assessing products and performance will be second nature. Lastly, we desire to instill in the students a sense of hope in order for them to break the generational cycle of poverty.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Benchmarks for Student Achievement: At least 75% of A+ Arts students will pass all content areas of OAA; ODE suggests 2014-15 passage rate will be 25% with new assessments. We have set the following goals as benchmarks: 2014-15 will be 35%, 2015-2016 will be 45%, 2016-17 will be 55%, 2017-2018 will be 65%, 2018-2019 will be 75%. Benchmarks for Teachers utilization of hands-on, technology infused, project-based instruction utilizing the integration of STEAM: 2014: building wide presentation of concepts utilizing resident artists/scientists and monthly career programs, developing instruction and assessments for one project-based unit, during summer PD days teachers design integrated learning modules as a group for 2014-15 school year, brainstorm ideas for other artists/scientists to support lesson development, Work in new studio and labs to familiarize themselves with what they can really do, and continuing practicing "The Artists Journal." While the full utilization of the new space will not occur until August, 2014, teachers will be held accountable for the implementation of beginning to change the instructional design. Once teachers are utilizing the new space, we will monitor for an on-going change in the instructional delivery. Teachers will create portfolios of their change in instruction to be utilized as part of OTES. We know what gets monitored get done. So, the principal will establish a monitoring process for active student engagement. Lastly, it is hard to benchmark the importance of a learning space conducive to thinking, to real science experiments, to real creation of products that affects students' lives, to the change in attitudes and the impact on "love of learning". We believe that the new space will "energize" the staff, students, and parents, and encourage us to continue to dream of what we can be for our students.

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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

This question closely aligns with the summative evaluation question #18. In order to create the summative evaluation, all the formative assessments for students, parents, stakeholders, and teachers will be collected during the six month time frame. Formative assessments will be given as teachers and students are completing the various instructional tasks: journaling, self-assessments, evaluations of programs and artists, and other. We will create a pre-assessment to be given to students in early January to assess their ability to develop thinking questions, and to relate to the inter-connectedness of content specific objectives found in the Common Core and other state standards (STEAM). We will give the post-assessment in May. We will develop a student portfolio with a skill specific checklist that will follow the student from year to year. As one system in place, teachers have developed assessment notebooks to monitor student achievement. This year we will revisit assessments for meaningful two and four point questions. Corrections and additions will be made. Teachers will be asked to provide to the principal one time per week one example of a two or four point question that they

generated? Those questions will be used as part of staff development meetings. The Project Manager will support teachers in their growth in question development. As a result of the short time frame, we will keep all data for decision making with regards to submitting a second grant. Quarterly benchmarks are in place; however, the two and four point questions need added. So, as a long-term goal as part of this grant, we want students to be able to process a four-point question and begin to answer it. If we increase student achievement in answering two and four point questions, the performance index will increase dramatically. As part of RttT, the staff will be trained and implement IIS, another means by which to track student process. As previously mentioned, we will utilize the Plan, Do, Study process and other quality tools to develop solutions to problems, and to be timely in making program modifications.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept.Carolyn Berkley, Superintendent A+ Arts Academy 10/25/13