<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>51,500.00</td>
<td>321,648.00</td>
<td>78,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>451,148.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>37,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>37,500.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>72,125.00</td>
<td>15,140.00</td>
<td>12,500.00</td>
<td>1,650.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>101,415.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>8,800.00</td>
<td>1,408.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>10,208.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,480,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,480,000.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>18,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>18,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>80,925.00</td>
<td>16,548.00</td>
<td>119,500.00</td>
<td>323,298.00</td>
<td>1,558,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,098,271.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00

Remaining -2,098,271.00
Applications 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-able learners (RIT goal). Understanding the needs of an economically deprived minority student population who is exponentially 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. Antoine Daou, PhD, Science 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.

3. 303. Total Students Impacted: 393

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): not applicable
   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.

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

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. Napoleon 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 run efficiently and effectively. By carefully managing General Funds, Mrs. Berkley has maintained a carry-over each fiscal year. As superintendent, Mrs. Berkley oversees 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 systemic 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)
   - 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 research-based - never implemented in your district or community school but proven successful in other educational environments
   - Mixed Concept - incorporates new and existing elements
   - Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

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.
12. Describe how it will meet the goal(s) selected above. 

Teachers know from disaggregated OAA data 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 will be encouraged to develop new and innovative ways to engage students and support them to achieve their goals. They will be provided with professional development opportunities to enhance their skills and knowledge to support their students. The project will provide ongoing professional development opportunities to support teachers in their implementation of the STEAM framework.

13. Financial Documentation

- **Project Costs:**
  - **Capital Costs:**
    - Building:
      - Cost: $2,098,271.00
    - Equipment and Technology:
  - **Operating Costs:**
    - Recurring:
      - Utility Costs:
        - Cost: $2,098,271.00
    - Non-Operating:
      - PURCHASED SERVICES:
        - Cost: $1,750,000.
      - Supplies:
        - Cost: $200,000.
      - Publicity:
        - Cost: $20,000.
  - **Total Project Cost:** $3,280,000.

- **Revenue:**
  - **Revenue Feasibility:**
    - From OAA student passage rates, they recognize student passage rates will be less than 25%. Teachers will be encouraged to develop new and innovative ways to engage students and support them to achieve their goals. They will be provided with professional development opportunities to enhance their skills and knowledge to support their students. The project will provide ongoing professional development opportunities to support teachers in their implementation of the STEAM framework.

- **Cost-Benefit Analysis:**
  - **Cost:**
    - Capital Costs:
      - Building:
        - Cost: $2,098,271.00
    - Equipment and Technology:
  - **Benefits:**
    - Revenue:
      - Cost: $3,280,000.

C) SUSTAINABILITY

- **Sustainability Plan:**
  - To ensure the sustainability of the project, the following strategies will be implemented:
    - **Long-term Planning:**
      - A five-year plan will be developed to address the future needs of the school and community. The plan will include the following objectives:
        - Establishment of a STEAM development and technology center.
        - Development of a STEAM curriculum and instructional materials.
        - Establishment of a STEAM research and development program.
    - **Programmatic Sustainability:**
      - **Teacher Professional Development:**
        - Professional development opportunities will be provided to teachers to ensure they have the necessary skills and knowledge to implement the STEAM framework.
        - **Student Engagement:**
          - Students will be actively engaged in the STEAM process, which will help to ensure the sustainability of the project.
    - **Financial Sustainability:**
      - **Revenue Generation:**
        - A revenue stream will be generated through grants and donations.
        - **Cost Recovery:**
          - The project will generate a revenue stream that will be used to cover the ongoing operational costs.

15. What will new/recovering of its costs include once the grant has expired?

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 total $28,000.

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

No.

Additional information for the financial documentation is included in the budget document provided by the school district.
17. Instructional practices are identified as part of the Ohio Teacher Evaluation System, aligned to Teacher Standards. Engineered facility is greatly needed. Attendance area.

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. Art and STEM standards and plan integrated projects built around themes.

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 communication that occurred as the application was developed.

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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.

JANUARY:

1) pertains to building; 2) pertains to students and instruction; and 3) pertains to teacher embedded professional development.

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.

BEST INNOVATION: This project will identify new and innovative techniques for implementing this year, we are working on ourselves on pur 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. For the building 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. Tech Teacher will schedule times in classrooms. First Family Technology Night held.
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, just like our last year and last year. We know that we have to be a lot more 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 weaknesses in the curriculum and are working to improve or time 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 periodic assessments. Our children need the opportunity to make the experiential base to make learning meaningful. They need to experience the connectedness of STEM and the 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 for the purpose of developing thinkers, dreamers, believers, are we proving that this is the case. Our students 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 technology to be a tool for creation. Students will routinely develop products and presentations involving more than one subject from STEM. 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 use of the "STEAM" system, we will be using the "STEAM" tracking the development of learners of technology, engaging, interactive hands-on learning, and, as a result of continued professional development, our goal is to grow 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.

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 schooling was in the last century. As a result of an annual report of Congress and the State Department of Education and a tour of Silicon Valley, this was the rationale for adding Art to STEM. Dr. Arount Doua, 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 insights 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. As one system in place, teachers have developed assessment notebooks to monitor student achievement. This year we will revisit assessments for meaningful, productive, and satisfying to them. We know what gets monitored get done.

We believe that the new space will "energize" the staff, students, and parents, and encourage the parents to attend all programs at the school. We will set a goal of 65% parent participation on the Technology Nights; however, we will expect a higher percentage for the resident artists/Scientist program. When scheduling programs among entrepreneurs, we will try to schedule one session for parents and pre-schoolers. Mrs. Moore-McConnell will be responsible for the principal's evaluation.

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

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

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-program was supported by BEST as the most replicable program in Ohio. Through her design as elementary principal, the replication of the multi-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 designs intended with interdisciplinary connections to STEM. Developing a student body who has been taught to trust their own experience, identify how the subject/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 their experiences have changed their life. We will ask them to speak at Family Technology nights and at any outside presentations at conferences. They will share portfolios, talk about how students' "The Artist's Journal" supports remembering ideas, and how question answering 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 and problem solving as an organized and answer questions is not a new concept. Utilizing learning technology to develop a new concept and answer questions is a new one. And, the creation 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 no 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 level thinking and helps prepare students for the current situation in the classroom and the future of work, we know we have a chance at 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.

We hope project goals are achieved and the integration 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 meaningfully 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 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 involved in their children's learning and utilize the hands-on learning activities 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 linked to the fund’s 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.

 Benchmark for 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 utilize hands-on of science, technology infused, project-based instruction utilizing the integration of STEAM: building wide presentation of concepts utilizing resident artists/scientists and monthly career programs, developing a project-based unit, utilizing summer PD days teachers design integrated learning modules as a group for 2014-15 school year, brainstorm ideas for new artists/scientists to support lesson development, Work in new studio and labs to familiarize themselves with what they can do right now, 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 instruction. Once teachers are utilizing the new space, we will continue to do an end of year 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

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

* 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.

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 involved in their children's learning and utilize the hands-on learning activities 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.
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 RTT, 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