

Budget

Brooklyn City (043653) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

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		5,500.00	825.00	2,500.00	65,000.00	49,000.00	0.00	122,825.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	131,000.00	7,500.00	0.00	0.00	138,500.00
Family/Community		0.00	0.00	0.00	7,500.00	0.00	0.00	7,500.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	60,000.00	0.00	60,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		5,500.00	825.00	133,500.00	80,000.00	109,000.00	0.00	328,825.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-328,825.00

Application

Brooklyn City (043653) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

**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: AVID Professional Learning Center: Fostering Student Achievement and College and Career Readiness in Ohio

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.

Through the expansion of Brooklyn High School's AVID College Readiness System to a school-wide implementation, obtaining AVID Demonstration School status, and the development of an AVID Professional Learning Center, Brooklyn High School will increase student achievement by empowering all teachers with professional development in research-based instructional strategies to create engaging learning environments for all students while emphasizing college and career readiness. Furthermore, creating a college and career ready culture through rigorous academic opportunities, each student will graduate high school with a plan for their future and continued achievement in post-secondary institutions. In the spirit of 21st century skills, Brooklyn High School will be an AVID Demonstration School and serve as a professional learning center for other schools and agencies in Ohio by sharing resources and collaborating on best practices to increase student achievement.

650 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Lori Bobincheck

Organizational name of lead applicant: Brooklyn City Schools

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 9200 Biddulph Road Brooklyn, OH 44144

Phone Number of lead applicant: 216-485-8111

Email Address of lead applicant: lori.bobincheck@brooklyn.k12.oh.us

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

NA

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 expansion of AVID to a school-wide system, obtaining AVID Demonstration School status, and the development of the AVID Professional Learning Center at Brooklyn High School will be accomplished through the collaborative efforts of the Director of Professional Development and Assessment, the Brooklyn High School AVID Site Team, and the AVID Program Manager. Brooklyn City Schools' Director of Professional Development and Assessment has played an integral role in the implementation of various innovative programs throughout the district. Increasing student achievement, developing collaborative teacher based teams, and utilizing data analysis as a basis for instructional planning has been at the core of this work. Through the strong leadership of the director, innovative programming that was successfully implemented includes RtI/T, AVID, Formative Instructional Practices (FIP and FAMS), AP Virtual Courses, Cane Tech (an online academy for credit deficient students) and the District Leadership Team (DLT). In addition, Brooklyn City School's Director of Professional Development and Assessment has completed over 150 hours of AVID District Leadership training to be a certified AVID District Director. This training emphasized coaching staff to build a school-wide college readiness system. AVID District Leadership Training also included visiting and collaborating with AVID trained building leaders in five secondary AVID schools throughout the country. Additionally, the AVID District Director and Brooklyn High School Principal participated in AVID's Leadership for College Readiness. This training provided the foundation to create a college-ready culture among staff, students and parents. With the director's successful leadership in implementing several other innovative programs and the extensive AVID training completed, the expansion of AVID for Brooklyn High School to be a school-wide AVID system and professional learning center will be seamless. In addition to the Director's relevant experience, Brooklyn High School has an established AVID Site Team consisting of certified teachers, principal, assistant principal and district administrators. Through consistent participation in ongoing professional development through AVID Center for more than three years and diligently applying and refining the instructional strategies, Brooklyn High School's AVID Site Team has developed a solid foundation to expand AVID to a school-wide model. Within two years of AVID implementation, 60% of high school teachers have participated in AVID sponsored professional development. Through the work of strong teacher leaders on the AVID Site Team, Brooklyn has cultivated a college-ready learning environment. The teacher leaders have initiated and provided professional development to their colleagues throughout the district on the instructional strategies inherent to the AVID system. At monthly staff meetings, AVID trained teachers demonstrate strategies that were successful with students in the classroom. An AVID Program Manager has recognized the strong growth and positive collaboration occurring at Brooklyn High School over the past two years. As a result of the program manager's recommendation, Brooklyn High School has hosted five visits from local schools and an agency seeking guidance in implementing AVID. In 2012, a cohort of the AVID Site Team was invited to present its AVID journey at Ohio's Statewide Education Conference. Based on the Director of Professional Development and Assessment's strong leadership and successful implementation of multiple innovative programs, the AVID Site Team's commitment to expansion and the success of their early collaborative efforts as well as recognition from ODE and our AVID partner, Brooklyn High School is confident that our goal of increasing student achievement through reaching AVID Demonstration School status and becoming an AVID Professional Learning Center for others will be achieved.

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

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

For over 30 years, AVID has provided professional development to thousands of educators resulting in effective instructional strategies being used to increase student achievement thus enabling students from underrepresented populations to attend college. AVID students complete four-year entrance requirements at a rate at least two times higher than the national rate. AVID sends one third more students

to a four-year college than the national average. Most impressively, AVID students are staying in college once they enroll; 89% of those who started are in college two years later. The opportunities AVID provides to students and staff is imperative to increasing student achievement. While Brooklyn High School has been successful in its initial implementation of the AVID system, it is important that this continues to grow to become school-wide. Through obtaining Demonstration School status, the AVID system will be fully integrated with fidelity and consistency in each classroom. In order to achieve this, costly professional development must continue to occur. However, until recently, AVID has not had a strong presence in the state of Ohio. Therefore, to take advantage of these professional development opportunities, Ohio educators need to travel across state lines to reap the benefits of the AVID sponsored professional development. As Brooklyn is a smaller district, it has not been cost effective to bring training locally. AVID Center has the staff developers and ability to provide professional development in Ohio. Brooklyn High School already has teachers and students who are successfully implementing the AVID system into classrooms that can serve as a model for professional development at the point of instruction. Brooklyn City Schools desires the ability to provide this high quality professional development locally, not only for the benefit of Brooklyn students and staff but those of other local schools as well. Reaching out to other districts in Ohio to take advantage of local AVID training will afford this opportunity with a cost savings to all schools involved. Additionally, Brooklyn staff will have the opportunity to collaborate with other educators across the state, thereby expanding the professional collaboration that can occur and enriching the professional development experience. By having the opportunity to network with other educators within Ohio, all staff involved will truly reap the benefits of a professional learning community that can continue to be utilized after the initial professional development session is complete. Therefore, by partnering with AVID, Brooklyn High School will be the first AVID Demonstration School and Professional Learning Center in Ohio. As Brooklyn High School partners to bring AVID professional development to Ohio, the district will share resources by offering other schools and agencies the opportunity to participate in the AVID trainings. Furthermore, this will afford Brooklyn, a smaller district, the platform to collaborate with local districts and share resources in developing AVID in their schools. The benefits of this collaboration are two-fold. Brooklyn will support other schools in their AVID journey as Brooklyn High School prepares for its pursuit to be an AVID Demonstration School. This will provide the opportunity for continued professional growth for Brooklyn as well as the visiting schools. As a demonstration school, Brooklyn High School will welcome educators to learn how to increase student achievement by successfully implementing the AVID College Readiness System into their schools, close the achievement gap and prepare students for their futures.

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. Brooklyn High School defines raising student achievement as students graduating high school with a college or career plan. It is the mission of Brooklyn High School to provide engaging opportunities during high school years to achieve this goal of college and career preparation. Brooklyn put this philosophy into practice in 2011 with the first cohort of AVID elective students. In conjunction to the AVID curriculum strengthening students' academic skills, AVID students have increased preparation and participation in college-readiness assessments. Brooklyn's goal of school-wide AVID implementation would bring these opportunities and support for increased student achievement to all students as well as students across the state. For two consecutive years, Brooklyn High School students in the AVID elective have achieved greater academic success than their non-AVID peers, as evidenced by higher GPAs, greater attendance rate and success on standardized assessments. In comparing 9th grade GPAs, the average GPA of students enrolled in the AVID elective was 3.1 while the average GPA of non-AVID peers was 2.1. AVID students' average attendance rate is 3% higher than their peers. Brooklyn High School will use the successes met with the 11% of students currently participating in the AVID elective as the foundation to take these practices school-wide. AVID's significant success at Brooklyn High School over a short period of time paired with 30 years of AVID success worldwide create a solid foundation for this innovative project to come to fruition. The first step in the innovation project is to train 100% of Brooklyn High School teachers in instructional strategies inherent to AVID. Brooklyn City Schools and AVID believe that the most effective way to ensure increased student achievement is to improve the quality of their teachers' instruction and school leadership. This builds sustainability, accountability, hope, and positive morale directly into the culture of a school and ultimately the entire school district. Additionally, a marked improvement in the community's schools creates ripples of benefit for the community. To achieve this goal, Brooklyn City Schools will partner with AVID Center to host professional development locally. Professional development activities will include: content specific training (Path), Critical Reading, Student Success and Data Analysis. The training focuses on implementing AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies in all classrooms. AVID professional development is a rigorous, sequential curriculum that promotes student achievement at the highest levels. The rigorous AVID professional development will not only allow Brooklyn to reach its goal of 100% of staff trained, but will also provide access to high quality professional development for educators in other schools and agencies. Brooklyn and AVID will meet biannually to collaborate on the AVID professional development offered in Brooklyn. With 100% of the Brooklyn High School staff AVID trained, the next step is for administration and the AVID Site Team to ensure that the WICOR instructional strategies are being implemented with fidelity in all classrooms as this is essential to reach the goal of increased student achievement. Brooklyn High School and AVID will work together to monitor the progress and impact of the professional development on student achievement. Locally, the site team will continue to monitor GPAs, attendance, PLAN, EXPLORE and ACT scores. Data on the number of college acceptances and enrollment in remedial courses will also be collected to determine AVID's impact on student achievement. In addition to this quantitative data, Brooklyn High School will complete the AVID self-assessment biannually. The self-assessment will be monitored by AVID with feedback and coaching on the development of Brooklyn High School as an AVID Demonstration School and professional learning center.

### 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.

For FY14, the Straight A Funds will cover the cost of offering AVID Path training in Brooklyn. As this would be the only Path training offered in Ohio, Brooklyn and AVID will collaborate on reaching out to other schools to take advantage of the training provided locally in Ohio. In sharing the benefits of the grant with other districts, Brooklyn would offer schools to attend training at a significantly reduced rate. Even with the significant savings to other schools, the revenue generated from offering Path training to other districts will be reinvested to cover the cost of AVID tutors in Brooklyn for FY15. In FY16, Brooklyn City Schools will open one building for students in preschool through 7th grade. The consolidation of the two existing buildings will reduce district general fund expenditures for classified staff as fewer staff will be needed to manage one building. This will allow the district to redirect \$17,000 of that savings to AVID tutors, replenishing supplies as well as to train any new staff at the high school. As \$17,000 is less than 20% of the funds saved through the building consolidation project, redirecting this money to AVID is a valid means to enable Brooklyn High School to sustain AVID in FY16 and beyond.

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

328,825.00 \* 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.).

The first focus of the project budget is on expenditures to provide and participate in professional development as well as to put more resources in the classrooms to support student achievement. Purchased services in the amount of \$131,000 will cover the AVID contract and costs of AVID staff developers to provide professional development in Brooklyn as well as tutor training. Salaries and benefits totaling \$6,325 are designated to pay teachers to participate in the professional development per the certified contract and video development. With 100% of staff AVID trained, increasing instructional resources in all classrooms is an essential setup cost to utilize the training at the point of instruction. With a one-time setup cost of \$98,500, Brooklyn High School would purchase materials to create tutorial stations within classrooms. Brooklyn would also purchase class sets of instructional materials, including college preparation resources for all classrooms in order to implement AVID strategies and prepare students for college and careers. The second focus of the project budget is funds required to setup Brooklyn High School to be a professional learning center. Brooklyn will incur costs of \$15,000 associated with advertising, printing and video development to share with other schools and agencies participating in professional development. Additionally, travel costs fixed to AVID Site Team members visiting another demonstration school to facilitate collaboration on its journey to AVID Demonstration School status are also included in purchased services. Converting an existing space to a Student and Adult Professional Learning Center will have a one-time cost of \$60,000. These funds would be used to purchase furniture that fosters a large group collaborative work environment. Furthermore, \$18,000 would be dedicated to technology to include: wireless expansion, presentation equipment and a mobile lab and cart.

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.

17,000.00 \* 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.

There will be three recurring costs to continue AVID at Brooklyn High School after the grant period. First is the cost of AVID professional development for new staff members. This cost is estimated at \$3,000 annually. The second recurring cost of AVID implementation is the AVID tutors. The cost of tutors to support each of the AVID elective classes totals \$12,000 per year. Also, \$2,000 will be needed annually for the replenishment of instructional supplies for classrooms. The combined costs of ongoing professional development, AVID tutors and replenishment of supplies will total \$17,000 annually.

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.).

The district does not expect savings from the school-wide implementation of AVID.

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.

There will be three recurring costs to continue AVID at Brooklyn High School after the grant period. Annually, a total of \$17,000 is needed for the combined costs of ongoing professional development, AVID tutors and replenishment of instructional supplies. For FY14, the Straight A Funds will cover the cost of offering AVID Path training in Brooklyn. As this would be the only Path training offered in Ohio, Brooklyn and AVID will collaborate on reaching out to other schools to take advantage of the training provided locally in Ohio. In sharing the benefits of the grant with other districts, Brooklyn would offer schools to attend training at a significantly reduced rate. Even with the significant savings to other schools, the revenue generated from offering Path training to other districts will be reinvested to cover the cost of AVID tutors in Brooklyn for FY15. In FY16, Brooklyn City Schools will open one building for students in preschool through 7th grade. The consolidation of the two existing buildings will reduce district general fund expenditures for classified staff as fewer staff will be needed to manage one building. This will allow the district to redirect \$17,000 of that savings to AVID tutors, replenishing supplies as well as to train any new staff at the high school. As \$17,000 is less than 20% of the funds saved through the building consolidation project, redirecting this money to AVID is a valid means to enable Brooklyn High School to sustain AVID in FY16 and beyond.

**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): 01/06/2014

**\* Narrative explanation**

October 2013: Determine cost of contracting with AVID to provide professional development in Brooklyn. The Superintendent and Director of Professional Development and Assessment held a phone conference with the AVID Program Manager to discuss partnering with AVID and the cost associated with AVID conducting professional development in Brooklyn. January 2014: Schedule a phone conference between Brooklyn's Director of Professional Development and Assessment and AVID's Program Manager to create a schedule of when AVID professional development would be offered in Brooklyn. The greatest barrier is finding dates to conduct the professional development while minimizing the time teachers are out of the classroom to instruct and incur additional cost of substitutes. As AVID is an innovative program, the district could consider waiver days to overcome this barrier. The superintendent would be involved in conversations with the Director of Professional Development and Assessment during this time to keep the Board of Education informed. Once the professional development dates are set, the Director of Professional Development and Assessment would share the news of the Straight A grant award, program goals and implementation plan with the Board of Education and community. The district would use the Board of Education meeting and Let's Talk Brooklyn Webcast to communicate this information. January 2014: AVID Site Team will meet with the videographer to develop a plan for the creation of a Brooklyn High School AVID video to recruit Ohio schools and agencies to participate in the AVID professional development offered in Brooklyn. The largest barrier is finishing the video in a short time frame. Brooklyn will mitigate this barrier by brainstorming video ideas at the site team meeting in November 2013. In addition to AVID Site Team members, AVID tutors, students and their parents will be invited to participate in the development of the video. February 2014: Director of Professional Development and AVID Program Manager will collaborate on informing schools and agencies about the AVID professional development opportunities in Brooklyn. Communication will occur between AVID Program Manager and AVID District Directors throughout Ohio as well as the Director of Professional Development and Assessment and curriculum directors in the 15 First Ring Districts of Cleveland and Westside Collaborative reaching districts throughout northeast Ohio. A barrier could be reaching districts that AVID nor Brooklyn are already collaborating with. Brooklyn can meet this barrier by utilizing Ohio's SSTs to share information with their local districts. March 2014: AVID Site Team designs promotional materials for AVID Professional Learning Center. The largest barrier the team will face is time. The team can utilize shared resources from AVID to facilitate the design of materials to personalize it to Brooklyn. Both the AVID Program Manager and Brooklyn's Superintendent will be involved in approving the final draft of materials.

Implement (MM/DD/YYYY): 03/01/2014

**\* Narrative explanation**

March 2014 - September 2014: AVID staff will conduct professional development in Brooklyn. Staff not already trained will be scheduled to participate in AVID Path training. Obstacles include scheduling conflicts for staff. Training dates will be shared with staff well in advance. Site team members will share testimonials with their colleagues to encourage participation. May 2014: Brooklyn's Director of Professional Development and Assessment will continue to work with the AVID Program Manager to begin the initial stages of preparing to apply to be a demonstration school. This process will involve ongoing coaching and visitations over the next two school years. The greatest barrier is the time that it will take to achieve demonstration school status. The continual AVID professional development and coaching the site team will be involved in and data on increased student achievement will keep the team invested and committed to the goal of Brooklyn High School as the first AVID Demonstration School in Ohio.

Summative evaluation (MM/DD/YYYY): 06/10/2014

**\* Narrative explanation**

June 2014: Brooklyn High School and AVID will work together to monitor the progress and impact of the professional development on student achievement. Locally, the site team will continue to monitor GPAs and attendance data at the conclusion of each semester. PLAN, EXPLORE and ACT scores will be collected and compared to scores in years prior to AVID implementation to measure growth in student achievement. Annually, Brooklyn City Schools will retrieve data from the Board of Regents on the number of high school graduates enrolled in college and the number taking remedial math and/or English courses. An increase in college enrollment and decrease in remedial coursework would be an indicator of success in increasing student achievement through the school-wide implementation of AVID. In addition to this quantitative data, Brooklyn High School will complete the AVID self-assessment biannually. The self-assessment will be monitored by AVID staff who will provide feedback on the implementation. The AVID Program Manager will coach the District Director and AVID Site Team in areas of need identified in the self-assessment. This information will be used to revise the site plan to continue to grow the AVID school-wide system in Brooklyn High School's quest to be an AVID Demonstration School and professional learning center.

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

By ensuring that 100% of staff are AVID trained, the goal of fostering a college and career ready environment for all students will be accomplished. Through school-wide implementation, Brooklyn High School will ensure that all students have opportunities to develop skills that will lead to increased academic achievement as well as success beyond the walls of high school. Instructionally, staff will be focused on the research-based strategies that promote engaged learning through collaborative experiences. The focus on remediation and credit recovery will shift to creating a college bound and career ready climate for all students. Staff will be trained to develop leadership, reading, writing, critical thinking and organizational strategies that will be used with all students. Through methodologies inherent to the AVID system, Brooklyn envisions a complete transformation in mindset of our students, staff, parents, and community who currently struggle to raise the level of expectations for our population of students. Brooklyn High School will no longer accept that our under-performing students who have the potential for success remain lost in the middle. Through our AVID implementation, our goal is to empower our students, staff, and community to believe that all students can, should, and will achieve at high levels. Brooklyn City Schools will provide them with the necessary rigor to be successful in college. By working towards Demonstration School status, Brooklyn High School will ensure that the AVID strategies are being implemented with fidelity. Through this innovative project, Brooklyn High School intends to enhance our professional learning opportunities by expanding the network of resources available to our staff and students. By building close-to-home collaborative partners through the implementation of the AVID Learning Center, our staff and students will benefit from enhanced learning opportunities in schools that are similar to Brooklyn High School. Brooklyn staff and students will no longer be limited by the experiences of a small pool of staff who are implementing AVID strategies, but will be able to benefit from staff in other schools as they develop their instructional practices based on the AVID system. Throughout the grant period and beyond, Brooklyn City Schools' AVID District Director and AVID's Program Manager will collaborate regularly to ensure AVID professional development opportunities in Brooklyn. Regular communication will involve phone conferences and site visits. Together, Brooklyn and AVID will monitor the progress and impact of the professional development on student achievement. Locally, the site team will continue to monitor GPAs and attendance data at the conclusion of each semester. PLAN, EXPLORE and ACT scores will be collected and compared to scores in years prior to AVID implementation to measure growth in student achievement. Annually, Brooklyn City Schools will retrieve data from the Board of Regents on the number of high school graduates enrolled in college and the number taking remedial math and/or English courses. An increase in college enrollment and decrease in remedial coursework would be an indicator of success in increasing student achievement through the school-wide implementation of AVID. In addition to this quantitative data, Brooklyn High School will complete the AVID self-assessment biannually. The self-assessment will be monitored by AVID staff who will provide feedback on the implementation. The AVID Program Manager will coach the District Director and AVID Site Team in areas of need identified in the self-assessment. This information will be used to revise the site plan to continue to grow the AVID school-wide system in Brooklyn High School's quest to be an AVID Demonstration School and professional learning center.

**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.

For over 30 years, AVID has provided professional development to thousands of educators resulting in effective instructional strategies being used to increase student achievement thus enabling students from underrepresented populations to attend college. AVID students complete four-year entrance requirements at a rate at least two times higher than the national rate. AVID sends one third more students to a four-year college than the national average. Most impressively, AVID students are staying in college once they enroll; 89% of those who started are in college two years later. The opportunities AVID provides to students and staff is imperative to increasing student achievement. Since AVID's inception into Brooklyn High School two years ago, students in the AVID elective have consistently achieved greater academic success than their non-AVID peers, as evidenced by higher GPAs, greater attendance rate and success on standardized assessments. In comparing 9th grade GPAs, the average GPA of students enrolled in the AVID elective was 3.1 while the average GPA of non-AVID peers was 2.1. AVID students' average attendance rate is 3% higher than their peers. Brooklyn High School will use the successes met with the 11% of students currently participating in the AVID elective as the foundation to take these practices school-wide. AVID's significant success at Brooklyn High School over a short period of time paired with 30 years of AVID success worldwide create a solid foundation for Brooklyn High School to meet its goal of increased student achievement.

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

Yes

No

22. If so, how?

Growing the AVID system throughout Ohio is one of the main goals of this innovative project. Through the AVID Professional Learning Center, Brooklyn High School intends to share our experiences and successes with implementing the AVID system. Brooklyn High School has developed a strong foundation for what it takes to build the AVID system. As a Demonstration School, other districts will have the opportunity to visit and see examples of AVID strategies implemented at the point of instruction. They will gain first-hand knowledge and the necessary support to begin their own implementation of AVID. This coupled with quality professional development provided in a convenient location, will allow districts to fully benefit from lower costs related to travel and a close-to-home network of professionals who can be utilized for further support. This in turn will help students throughout Ohio in all districts strive to improve graduation rates and increase student achievement.

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

By implementing the AVID system school-wide, our goal is to eliminate the need for remedial courses and increase the number of students taking and successfully completing upper level, rigorous courses. In turn, this will open up the high school schedule as teachers become available to offer more opportunities to the entire student population. In addition, our staff will be prepared to provide more timely interventions for students who fall behind early in their school career. Teachers will have the skills necessary to provide ongoing tutoring, mentoring, and instructional support to all of our students in preparation for college and careers. By developing a Professional Learning Center, Brooklyn High School teachers will take more pride and ownership of their instruction. Brooklyn's teachers will continually benefit from the involvement of other educators present in the building on a regular basis. As an AVID Demonstration School, visiting schools will provide feedback on their observations and experiences in the building. This will provide a regular opportunity for teachers to reflect on their instruction based on the observations of peers. This professional development embedded into daily instruction, networking and sharing of resources between educators in the trenches is invaluable. Beyond the academic opportunities established through this innovative project, the culture of the staff, students, parents and community will be positively impacted. Brooklyn City Schools will be able to share the academic achievements of the students involved in AVID thus creating pride, hope and inspiration for younger students and families that they too will experience the successes of learning in an AVID Demonstration School and graduating high school with a plan for their future.

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.

In this innovative project, Brooklyn High School will monitor benchmarks associated with activities to increase student achievement. February 2014: AVID professional development schedule for Path trainings offered in Brooklyn. June 2014: monitor GPAs and attendance data for increase over data in years prior to AVID implementation. September 2014: 100% of staff AVID trained. Beginning with the 2013-2014 school year, PLAN, EXPLORE and ACT scores will be collected and compared to scores in years prior to AVID implementation to measure growth in student achievement. Data collected at these benchmarks will be indicators of Brooklyn High School's progress to meet its five year anticipated outcomes in student achievement. Brooklyn High School's student achievement goals for 2018-2019 include (1) average GPA increased by 6% (2) average attendance rate at least 98% (3) increase college-readiness assessment scores by 5% (4) increase college enrollment by 20% and (5) decrease in remedial college courses by 20%. Baseline data was collected from the 2010-2011 school year prior to AVID implementation. Annually, Brooklyn City Schools will retrieve data from the Board of Regents on the number of high school graduates enrolled in college and the number taking remedial math and/or English courses. In addition to this quantitative data, Brooklyn High School will complete the AVID self-assessment biannually. The self-assessment will be monitored by AVID staff who will provide feedback on the implementation. The AVID Program Manager will coach the District Director and AVID Site Team in areas of need identified in the self-assessment. This information will be used to revise the site plan to continue to grow the AVID school-wide system in Brooklyn High School's quest to be an AVID Demonstration School at the conclusion of the 2016-2017 school year. Annually, Brooklyn High School will conduct parent, student and staff surveys to monitor the AVID system's impact on the school's college and career readiness culture.

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.

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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. Cynthia Walker Superintendent Brooklyn City Schools 10/22/13