

Budget

Central Academy of Ohio (009164) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (479)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	155,137.00	0.00	0.00	155,137.00
Support Services		0.00	0.00	605,000.00	15,500.00	0.00	0.00	620,500.00
Governance/Admin		0.00	0.00	24,000.00	0.00	0.00	0.00	24,000.00
Prof Development		0.00	0.00	309,800.00	0.00	0.00	0.00	309,800.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	40,000.00	205,000.00	0.00	245,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	938,800.00	210,637.00	205,000.00	0.00	1,354,437.00
Adjusted Allocation								0.00
Remaining								-1,354,437.00

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: Central Academy of Ohio's Amplified Learning Renaissance

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.

Guiding students to become lifelong learners, ready for their roles as global citizens takes a bold, innovative teaching and learning program supported by an effective, data-driven information management system and highly qualified, passionate teachers. Flipping the classroom allows the students to take charge of their learning while freeing up the classroom teacher to guide inquiries, respond to individual student needs, and promote collaborations and indepth study in the classroom. Looking to the future, investing in staff development and retention with Master's degree grants, energy efficient upgrades to the building, and developing a comprehensive, schoolwide control system will allow CAO to divert more funding to the students in the classrooms, streamline reporting, data collection and analysis as well as retain experienced, effective teachers who are making a difference in the classroom.

250 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Tiffany, Adamski

Organizational name of lead applicant: Central Academy of Ohio

Unique Identifier (IRN/Fed Tax ID): 009164

Address of lead applicant: 2727 Kenwood Blvd, Toledo, OH 43606

Phone Number of lead applicant: 734-474-9395

Email Address of lead applicant: adamskit@gee-edu.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

N/A

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

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

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

[UploadGrantApplicationAttachment.aspx](#)

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

The implementation and compliance for this grant will be monitored by a team of individuals headed by Tiffany Adamski, GEE Coordinator for Ohio schools and Director of GEE International Baccalaureate Programming. Mrs. Adamski has a Bachelor of Science in Secondary Education with a history minor and additional concentration in Psychology and Sociology. With a Master of Arts in Distance Education and Adult Learning Styles as well as a Master of Science in Psychology, Mrs. Adamski has the background expertise to guide the staff through the flipped classroom implementation, providing support and professional development in best practices and logistics. Mrs Adamski also has headed up the transitions and applications of 2 of GEE's schools into the IB's Primary Years Programme which has given her experience and expertise in curriculum development that is focused on implementing student-centered, inquiry based teaching and learning. Supporting the technology acquisition, development, and personalization for CAO is the Technology Director for GEE, Dr. Marwan Issa. Dr. Issa has been the Technology Director of Global Educational Excellence since 2009 and while involved with all aspects of educational management within the schools, has assisted in streamlining many departments within GEE itself. Dr. Issa has a Bachelor's degree in Computer Sciences and a Master's degree in Human Computer Interaction from the University of Michigan. He also earned a Doctoral degree in Technology in Education from Eastern Michigan University and designed EZ Papertrail (a web based accounting system for schools) and Clarity (a web based, Arabic version of Study Island). Dr. Issa and his department will develop the schoolwide solutions master information portal which will connect all the various systems and softwares that are currently separate into one portal for ease of data collection and analysis. His work with streamlining departments for educational organizations couple with his expertise in software development will allow CAO to identify and track correlations between student and teacher performance, spending, curricular changes, attendance, and student growth. Jihad Issa, Facilities Manager for GEE will be overseeing the energy upgrades and controls made possible through this grant funding. Mr. Issa has numerous years of experience in facilities management and currently works both as Facilities Manager for GEE schools as well as for Issa Properties, a private, family owned business. Mr. Issa is working in collaboration with Dunbar Mechanical to use data to give CAO the best return for their investment in terms of energy savings and cutting utility costs. Patricia Irons, CAO Principal, along with Mrs. Adamski and the School Board for Central Academy of Ohio will be in charge of overseeing the sub-grant funds for teacher development and retention. A grant application along with assurances will be created for the staff to submit to Mrs. Irons and Mrs. Adamski, both of whom will approve or deny before bringing the applications to the School Board. Mrs. Irons, an educator with over 30 years of experience in a variety of school classrooms and leadership positions, brings her passion for reaching every child and hands on teacher development style. A life-long learner herself, Mrs. Iron's has a Bachelor's degree in Elementary Education, a Master's Degree in School Administration, and is currently pursuing her doctorate in Educational Leadership. Trained in instructional mentoring, she leads the school by example developing individual improvement plans for each teacher as well as herself. The school board comprised of Musa Abdel-Khaliq (business owner), Sanaa Joujouti (educational consultant), Ruwaida Dari (business owner), Koketta Knowles (Parent), and Dr Iman Mohammad (Dean at University of Toledo Medical school) are focused on bringing Central Academy of Ohio to the forefront of educational innovation in Ohio with sound best practices and fiscal over

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.

CAO's Amplified Learning Renaissance proposes utilizing Amplify tablets to flip our classrooms, development of a comprehensive data system, & investment in our teachers through the creation of a sub-grant pool for graduate work. By installing our own kitchen & upgrading the building to make it more energy efficient, we can divert funds back to the classrooms where they belong. Amplify tablets will

personalize the learning environment, empowering students & teachers with unique instructional, assessment & classroom-management tools to measure student progress & comprehension. This innovative concept is research based & will improve teacher-student interaction, provide real-time feedback for stakeholders, increase engagement & provide meaningful homework freeing up class time for collaborations & inquiries. This game changing shift will allow CAO to take a variety of disparate systems that are used to manage information, integrating them into one. Real time tracking & reporting on performance in many areas will allow us to learn more about how performance is connected to a variety of factors including spending, student growth & achievement, & teacher performance. Teachers will personalize curriculum with links & assignments (aligned ORS & CCSS) to create digital learning environments accessed from home & school. With the teaching experience frontloaded by students, teachers can facilitate meaningful, engaging learning experiences in the classrooms. Increased student-teacher interactions provide more opportunities for meaningful feedback resulting in greater mastery & confidence. Tracking student mastery by standard allows students to revisit missed standards & includes a teacher option to push content out whole group, small group, or individually. Teachers will personalize learning for each student with integrated polling replacing exit slips & student response systems, allowing teachers to adjust instruction instantly. This embodies best practices in FIP & integration of 21st Century skills having the potential to change the way that teachers differentiate & respond to student needs in the classroom. As a PYP candidate school with the IB, CAO is transitioning to an inquiry-based, student-led learning model. Each unit requires in-depth student inquiry, authentic learning and reflection that results in student initiated action. Through these learning experiences students use the content to develop communication, social, self-management, thinking, & research skills guided by the teacher. Amplify will be the tool driving this shift in teaching & learning. Creating a grant pool for teachers to pursue graduate work in their content area would both support the professional growth for teachers & serve to assist in retaining experienced, passionate teachers that make the biggest difference to our students. This fund, managed by the School Board, would require teachers pursuing content area graduate work to sign a 5 year contract commitment. Effective programming must be data driven. CAO proposes creating a comprehensive data solution to collect, house, & develop reports for analysis. Pulling these disparate systems together into a cohesive whole will allow us to effectively monitor & react to data, quickly evaluating effects & adjusting so ineffective practices & programs are trimmed while funds are spent on programs & practices that are demonstrating efficacy. This system goes a step beyond the current IIS to connect spending with efficacy of programs & student growth over time, saving money on the various software currently used. In order to divert more funds to the classrooms, this proposal includes capital improvements in energy efficient systems to lower utility & operational costs. These upgrades will save over \$20,500 a year and create STEM opportunities within the curriculum. CAO has completed an energy benchmark & action plan with projected savings based on upgrading key components of the building to be more energy efficient.

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. Research on the Flipped Classroom model suggests high efficacy & engagement for learners. In 1 study of 453 teachers who flipped their classrooms; 67% reported increased test scores, particularly for students in AP classes & those with special needs; 80% reported improved student attitudes; 99% said they would flip again (Flipped Learning Network, 2012). One Michigan high school saw the failure rate of its 9th grade math students drop from 44% to 13% after adoption (Finkel, 2012). A study of a 5 week summer school program where students received instruction through Khan Academy supported by a teacher showed the teacher spent significantly more one-on-one time with students than before; thus, she was able to provide more feedback & immediately correct student misperceptions (Greenberg, Medlock, & Stephens, 2011). Increased feedback has one of the strongest effect sizes of any instructional practice-in the 0.73-0.76 range, according to 2 meta-analyses (Beesley & Apthorp, 2010; Hattie, 2008). By flipping classrooms, teachers better understand & respond to students' emotional & learning needs which research strongly supports. Studies have shown this responsiveness is at least as important to academic development as specific instructional practices are; especially true for at-risk students (Hamre & Pianta, 2005). Flipped classrooms speak the language of today's students (Bergmann & Sams, 2012) who are accustomed to turning to the web & social media for information & interaction. 10-minute bites of learning engage students, allowing them to take in information at their own pace, applying it through reflective practices (Goodwin & Miller, 2013). Brain research tells us that the novelty of any stimulus wears off after about 10 minutes, as a result many learners check out after 10 minutes of exposure to new content (Medina, 2008). For some students, direct instruction may be too slow or cover what they already know; other students may have trouble taking in information so rapidly, or they may lack the prior knowledge they need to understand the concepts. Learning efficiency is increased by posting direct instruction & readings online; students work from home where they can speed through content they already understand or review content they are struggling with (Goodwin & Miller, 2013). In a flipped classroom, the teacher could place an entire year's worth of learning online, enabling students to accelerate through the curriculum if they are ready. According to John Hattie's (2008) synthesis of 800 research meta-analyses, such acceleration has one of the strongest effect sizes (0.88) of any instructional intervention (Goodwin & Miller, 2013). Beesley (2010) found that targeted, in-class opportunities for students to practice their skills with corrective teacher feedback had an effect size nearly 4 times that of homework, in which teachers had few opportunities to monitor students during their practice (Goodwin & Miller, 2013). The highest-achieving countries on international measures (Programme for International Student Assessment & Third International Math and Science Study) have been particularly intent on developing teachers' expertise both in teacher training & throughout their careers. The sub-grant will enhance expertise in skills & knowledge while promoting retention of the highest quality, experienced teachers. Facility improvements will reduce ongoing energy & maintenance costs resulting in an estimated annual savings of \$20,500 (29% reduction) per the report from Dunbar Mechanical. CAO currently has a kitchen but no appliances; this requires CAO to cater obtain vendors. Based on prior experiences with other GEE schools, operating our own food program would save an additional \$10,000 or more annually. That \$30,500 savings/yr will go directly back to student instruction. The resulting increase in per pupil spending will provide more learning opportunities & programming for academic success.

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.

Project budget and Financial Impact Template are uploaded

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

1,314,437.00 * 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.).

This grant requests funds to pay for 3 years of Amplify tablets with software services for 200 students @ \$199/year (Totalling \$119,400 for the 3 years). We will own the tablets after 3 years and can continue service for \$79 per tablet for additional years of tablet life. Insurance protecting against theft, loss, or breakage runs between \$20-30 per tablet adding up to maximum of \$6000 per year and are requesting the first 3 years of implementation totaling \$18000. For cleaning of the tablets, Monster Cleaning kits can be purchased on Amazon.com for \$10 each x 50 kits for 3 years = \$500. Extended curriculum to support our focus on literacy will be purchased with 1 time funds needs of \$16,065 for Core Knowledge Language Arts for 3 KG, 2 First grade, and 1 second and 1 third grade classes; \$2000 for Writers Express for 3rd-5th grade; \$1857 for Quests for the Core; and \$600 for Lapham's Research Collection. We are also requesting \$215 for Burst Reading Kit which includes the manipulatives that link to the pre-loaded amplify software. PD will be provided to the teachers, students, and parents through Amplify Boot Camps (\$12,800), 6 days of in-depth Digital Academy training from Smart Solutions (we have already purchased an introductory 3 day Digital Academy this year through Title 1 in preparations for our IB implementation). \$10,000 is also requested for additional IB training in inquiry, assessment, and student-led action for 10 teachers. \$24,000 is being sought to pay IB related fees and costs during these 3 years of grant implementation. \$80,000 is being requested to award a \$500 per year stipend for 3 years to each teacher who remains active in the research associated with this Straight A grant award. Currently RttT and Title I & II funds are being used to fund IB training and Smart Solutions Digital Academy PDs. \$500,000 is requested to start up the Schoolwide Solutions Software development. GEE has already spent 6 months of salaries as in-kind support. Another \$500,000 is being sought from other grants and supporters to complete the project. \$45,000 is being requested for a full time IT technician for the school. This will drop to part time after the grant. From the Dunbar Mechanical proposal for energy upgrades, \$205,000 is being requested for upgrades and controls that are predicted to save \$20,500 a year in utility bills and maintenance costs alone. \$40,000 is being requested for kitchen appliances to be able to operate our own kitchen. Installation is being done by GEE through their management fee. The \$40,000 will include the purchases of 1 convection oven, 6 roasters, 1 mixer, 3 hot plates, 3 carts, 2 racks, 1 food processor, various kitchen supplies and utensils, a walk in freezer, ice machine, walk-in cooler, microwave, griddle, and dishwasher. For the grant compliance for the life of the grant, \$24,000 is being requested which will cover compliance and report writing for the life of the grant as well as continued consulting fees during the 3 years. \$280,000 is being requested as seed money for the teacher sub-grant pool to be used to make grants for master's coursework in exchange for 5 year teaching commitments by teachers (assuming \$40,000 for a full master's degree we could fully fund 7 teachers). Other grant money is being sought to add to the pool and continue the work. \$5000 is being sought to pay for 10 laptops to replace aging technology at CAO. An additional \$15,000 is being sought to purchase 3 additional locking storage and charging carts to house the tablets in the school safely. 50 Kinesthetic sensory ball chairs are being requested (\$200/chair= \$10,000) for students with special needs to help focus and meet their kinesthetic needs.

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.

39,900.00 * 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.

Tablets will be a recurring cost as they will need to be replaced every 4-5 years. However, the price to continue the software once the tablets have been paid for (after 3 years) is only \$79/tablet. The IT technician will be full-time during the grant at CAO but drop to part time after the grant (implementation will be over and the position will be more maintenance). The position will actually stay full time but will be split between CAO and another GEE school resulting in only \$24,000 in salary per year after the grant. \$100 is being included for replacing the cleaning kits as they run out each year. Any costs associated with the Schoolwide Solutions software will be covered in-kind by GEE.

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

53,250.00 * 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 biggest point of savings will be seen in addressing the energy issues within the building. Building weatherization measures are estimated to generate energy savings of \$1,900 annually. Upgrading and replacing lighting and occupancy sensors throughout the building are estimated to save \$7,800/year. Upgrading and replacing some of the building's mechanical systems such as adding automatic temperature controls, upgrading water pumps with variable frequency drives, upgrading the steam heat and ventilation systems and upgrading and replacing components of the hot water boiler system is estimated to save an additional \$10,800 per year. By switching to the Amplify tablets and online curricular resources, CAO looks to save approximately \$5,000 annually on curriculum and resources such as handwriting books, math workbooks, novel sets, etc. Also a further \$500 will be saved annually that is normally spent to replace damaged and lost textbooks. By running our own food program, CAO expects to save \$10,000 in fees to catering companies for breakfast, lunch, snack, and afterschool food programs as well as save an additional \$1000 annually on special event catering (end of the year picnic, Back to School Festival, Fall Fest). This is based on food program costs at other GEE schools in comparison with the last 7 years of costs for catering food programs at CAO. Through the

development of our own in-house Schoolwide software solution and use of the Amplify tablets, the school will realize savings of \$16,250 based on not having to pay annual fees for Powerschool (\$2500), Atlas Curriculum Mapping (\$3000), Test Whiz (\$500), online textbook fees (\$1000), Dibels (\$250), Study Island (\$3500), Study Dog (\$3500), and EZ Papertrail (\$2000).

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. This project is self-sustaining as the expected savings total \$53,250 and the recurring costs only total \$39,900. Further enrollment numbers are expected to rise as the student achievement and school ratings increase through the full IB accreditation and strengthened program made possible through this grant. The only new staff position being created is the IT technician. This will be full-time during the grant but part time beyond that. The IT tech will become a shared employee with a sister school in the GEE family so will be part time at 2 different schools. Some savings that are harder to quantify for the financial template and the expected savings numbers come from the costs due to high staff turnover. By investing in the teachers through this grant, teacher turn over can be lessened resulting in substantial savings to the school and management company. New teachers cost the company (school) around \$10,000 in their first year \$4500 of that is typically mentoring (RE program) which is a recurring cost for 4 years. By retaining teachers and investing in their skills, this grant will potentially save \$30,000 additional each year assuming an average turnover of 3 teachers school wide.

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): 01/02/2014

* Narrative explanation

Our AMPLIFY LEARNING RENAISSANCE project will be piloted in the 90 minute reading block and will include all students and eventually all subjects including Arabic. Students will receive the Amplify learning system at school and will be fully trained (through Student and Parent Boot Camps) and confident with its 21st century technology skill building strategies. Students will use this system during the school day, after-school, and at home for direct instruction, demonstration of learning, assessment, and intervention practices. Our Academic goal is to move all students to on-level and above-level reading ability by June of each school year throughout the three-year project. Our long-range goal is to assist our students in utilizing these skills beyond the project completion date. IT department staff will meet and begin planning the Schoolwide Solution Master software portal. Research has already begun and been underway for 6 months, funding is the current roadblock to beginning the software development that will take this idea into reality. Dr. Issa will meet with his team bi-monthly to check progress and continue to integrate all software needs into the one system. Quarterly reports to the school board will be made at monthly board meetings. The stakeholders include students grades K-6, classroom teachers and paraprofessionals, school administration, professional IT staff, and community leaders. Communication within these parties will be in the form of quarterly Data Meetings that discuss current assessment scores, intervention practices and changes needed to increase student achievement. BARRIER: State withholding grant funds until September 2014 SOLUTION: State releases funds to Central Academy of Ohio January 2014 BARRIER: Difficulties with linking spending to performance and student growth measures SOLUTION: Creating a database of current spending with supposed research-based effects on student growth and achievement based on quantifiable research

Implement (MM/DD/YYYY): 05/01/2014

* Narrative explanation

Beginning in May 2014 the program manager will order Amplify systems and laptops for the staff in order to introduce orientation training for staff, teaching personnel and community leaders. The educational IT person will be hired to begin inventory, set-up and logging new technology equipment. The IT person will maintain Amplify systems through monitoring and support according to Amplify system standards. She will also be the liaison between Amplify and Central Academy of Ohio. In June the energy upgrades will begin. The school building will undergo extensive 21st century heating and cooling upgrades that will include a computerized self-monitoring system that will turnoff lights when no one is present, adjust heat and cooling per current temperature, and heat water only when people are present in the building. Currently the building has 34 windows that leak or do not properly close and lock. The window upgrades to the 2nd floor will keep cold temperatures out of the classrooms during winter, which will lower winter heating costs. Our cost-savings goal is to decrease annual heating/cooling and electricity costs by \$20,000. In June, July and August the teacher and administration training will begin. The core staff will learn how to properly teach students using the Amplify system in order to obtain the best possible student achievement results. Teachers will be trained on how students will be assessed so that the proper intervention strategy will be applied. Teachers will review assessment and evaluation methodology used from Dibels, Ohio OAA, the PARCC assessments, and NWEA MAP tests to monitor and track student growth. Amplify systems for students will be ordered at this time. Student furniture for collaborative student work spaces will also be ordered (kinesthetic sensory-ball chairs). August 2014 students will receive instruction and staff will monitor educational processes for the Amplify system for use at school and home. Students will receive a tablet and instructions for daily use. Teachers will monitor student use of tablet, school assignments, assessments and curriculum requirements throughout the school-year through management software (to be created by Global Educational Excellence and the Central Academy of Ohio School Data Administration). BARRIER: Energy upgrades not completed in its entirety SOLUTION: Complete energy upgrades as required from energy audit report created 10/20/13

Summative evaluation (MM/DD/YYYY): 06/01/2015

* Narrative explanation

In June of 2015, 2016, and 2017 all students will turn in their tablets to the IT personnel for cleaning, virus removal and storage for the upcoming school-year. Quarterly all participating students will be surveyed to determine their personal academic needs and if they felt their needs were met during each quarter. Teacher's will be surveyed to determine if they felt they had adequate materials, instruction on how to use the materials and determining best practices in their teaching. The school data teams, data administration and community leaders will review each quarterly assessment and intervention practices to determine what processes did work and which processes need to change for the upcoming school-year. Teachers will convene to discuss best and worst practices during implementation. Helpful charts and lists will be created for teacher usage during the upcoming school-year. Our project goal is to create annual student growth showing improvements at above 35%. All student surveys, teacher checklists, staff surveys, management observation records, data focus group reports, intervention best and worst practices list, school assessments, IB reports and peer/staff interview records will be compiled into a binder handbook annually. It will be labeled 2014 AMPLIFIED READING RENAISSANCE PROJECT, and so forth for each continuing year. The binder handbook will be stored and remain in the school principal's office for use by any staff member or for review by any state education personnel. BARRIER: TEACHER TURNOVER SOLUTION: Increase teacher retention by offering \$500 annual bonus for three years. Following the 30th day in the new school year (around September 30 of each year) each teacher will receive the \$500 bonus in hopes of retaining our Amplified and IB trained staff.

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

Expected changes to the instructional and organizational practices at Central Academy of Ohio (CAO) include enhancing and expanding the inquiry-based, student led teaching and learning through the Flipped Classroom model. Learning will be student-led and personalized with the Amplify tablet as a data-researched, 21st century technology tool developed specifically for K-12 education. Our Amplified Learning Renaissance program provides a high-quality 10-inch Android tablet for each student. This model is designed specifically for instruction and learning in a mobile 1:1 environment, which means students can use it at school, during after-school intervention activities and at home with ease, comfort, and confidence. Organizational practice changes include utilizing more data driven decision making and investing in teachers in order to grow and retain the highest quality teachers in our classrooms. Teachers will continue our current student assessments of OAA, Dibels, NWEA and PARCC, and will add formative, common, and summative assessments through the Amplify system and classroom-management tools to measure student progress and comprehension. Teachers will continue to differentiate instruction and keep all students engaged to initiate and encourage anytime learning. This integrated learning system will allow Central Academy of Ohio to maintain its Student Academic Performance Targets by personalizing the learning experience, allowing students to practice under the watchful eyes of their teachers, receive more opportunities for feedback, and to use data to make decisions at both the classroom and the building level. Additional organizational practices at CAO include adding a full-time educational IT person to monitor, maintain and catalogue new incoming technology equipment and troubleshoot and assist in implementing and adjusting our new Schoolwide Solutions Master Software. Investment and retention of teachers which is key to the strength of our school community will be addressed through the teacher development sub grants. This has never implemented within our company but has shown to be an effective incentive in other companies throughout the world both within education and outside of it.

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.

Research on the Flipped Classroom model suggests high efficacy & engagement for learners. In 1 study of 453 teachers who flipped their classrooms; 67% reported increased test scores, particularly for students in AP classes & those with special needs; 80% reported improved student attitudes; 99% said they would flip again (Flipped Learning Network,2012). One Michigan high school saw the failure rate of its 9th grade math students drop from 44% to 13% after adoption (Finkel,2012). A study of a 5 week summer school program where students received instruction through Khan Academy supported by a teacher showed the teacher spent significantly more one-on-one time with students than before; thus, she was able to provide more feedback & immediately correct student misperceptions (Greenberg,Medlock,&Stephens,2011). Increased feedback has one of the strongest effect sizes of any instructional practice-in the 0.73-0.76 range, according to 2 meta-analyses (Beesley & Athporh,2010; Hattie,2008). By flipping classrooms, teachers better understand & respond to students' emotional & learning needs which research strongly supports. Studies have shown this responsiveness is at least as important to academic development as specific instructional practices are; especially true for at-risk students (Hamre & Pianta,2005). Flipped classrooms speak the language of today's students (Bergmann & Sams,2012) who are accustomed to turning to the web & social media for information & interaction. 10-minute bites of learning engage students, allowing them to take in information at their own pace, applying it through reflective practices (Goodwin & Miller,2013). Brain research tells us that the novelty of any stimulus wears off after about 10 minutes, as a result many learners check out after 10 minutes of exposure to new content (Medina,2008). For some students, direct instruction may be too slow or cover what they already know; other students may have trouble taking in information so rapidly, or they may lack the prior knowledge they need to understand the concepts. Learning efficiency is increased by posting direct instruction & readings online; students work from home where they can speed through content they already understand or review content they are struggling with (Goodwin & Miller,2013). In a flipped classroom, the teacher could place an entire year's worth of learning online,

enabling students to accelerate through the curriculum if they are ready. According to John Hattie's (2008) synthesis of 800 research meta-analyses, such acceleration has one of the strongest effect sizes (0.88) of any instructional intervention (Goodwin & Miller, 2013). Beesley (2010) found that targeted, in-class opportunities for students to practice their skills with corrective teacher feedback had an effect size nearly 4 times that of homework, in which teachers had few opportunities to monitor students during their practice (Goodwin & Miller, 2013). The highest-achieving countries on international measures (Programme for International Student Assessment & Third International Math and Science Study) have been particularly intent on developing teachers' expertise both in teacher training & throughout their careers. The sub-grant will enhance expertise in skills & knowledge while promoting retention of the highest quality, experienced teachers. Facility improvements will reduce ongoing energy & maintenance costs resulting in an estimated annual savings of \$20,500 (29% reduction) per the report from Dunbar Mechanical. Based on prior experiences with other GEE schools, operating our own food program would save an additional \$10,000 or more annually and allow us to provide fresher, healthier options to both students & staff. That \$30,500 savings/yr will go directly back to student instruction. The resulting increase in per pupil spending will provide more learning opportunities & programming for academic success and sustain the work done through this grant.

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

Yes

No

22. If so, how?

Districts that purchase the Amplify student tablet integrated learning system will be able to replicate its proven success. Districts must offer professional developments to their staff that include creating lesson plans that incorporate a mobile environment. Our system promotes an open, free learning environment to motivate students to want to learn anytime at anyplace. Professional developments should also allow staff to share best and worst practices as well as strategies for student engagement and improvement. Districts that desire to become IB schools, reach international standards and maximize the 90 min reading block through non-traditional efforts, will benefit greatly from implementing this project. Since this grant funding would allow us to create our own comprehensive data management software program, that software will be made available to other schools desiring to have a similar system without charging for the software, making the effects of the grant reach farther than just our one Ohio school. CAO has already discussed sharing the software with our sponsor, the Ohio Council for Community Schools (OCCS) for use in their portfolio of charter schools to assist in increasing everyone's scores and fiscal responsibility.

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

Through our Amplify Learning Renaissance Project we hope to achieve the goals of increasing student achievement levels by 35% by June 2016, reduce heating/cooling and electrical costs by \$20,000 annually as projected in our five year forecast and utilize a greater share of resources in the classroom that meet 21st century educational needs and standards. Further impact is realized through the installation of our own in-house kitchen program saving another estimated \$10,000 annually. The Amplify system has supported more than 200,000 educators and 3 million students in all 50 states by introducing a digital product for K-12th education through data-driven decision making. It harnesses the power of data and teacher coaching by transforming student assessed measures into personalized instruction. It has reinvented teaching and learning in the core subjects, especially English Language Arts which it infuses across all curriculum subjects. According to the Flipped Learning literature review evidence on the efficacy of flipped classrooms is compelling because it reveals that the available research supports what is being said about flipped classrooms: students are more motivated to learn, teachers are finding higher levels of job satisfaction and, ultimately, student achievement improves. As was noted in the rationale, Clintondale H.S. in suburban Detroit not only saw a substantial increase in student achievement but the number of student discipline cases dropped by 74 percent in two years. Parent complaints also dropped from 200 hundred down to seven. In another study, Byron High School in Minnesota went from a school where less than 1/3 of students passed the state mathematics test to being designated a National Blue Ribbon School 4 years later, with nearly 74 percent of its students passing the state assessment. Although the amount of quantitative and rigorous qualitative data on Flipped Learning is limited due to the relative age of the model, there is a great deal of research that supports the key elements of the model with respect to instructional strategies for engaging students in learning. The research that does exist demonstrates that teacher who are flipping their classrooms report higher student achievement, increased student engagement and better attitudes toward learning and school. In addition, the teachers report that their job satisfaction has improved and they are feeling re-energized by their heightened interaction with students. Further impacts beyond CAO will be seen through partnerships with sister schools in GEE, the IB network of schools, and through sharing of best practices and research at state conferences (CAO was asked to present at 2 state conferences this year). The Schoolwide Solutions master software will be shared with other schools throughout Ohio and Michigan without charging for the software.

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.

CAO's Amplify Learning Renaissance project will focus on increasing student achievement through utilization of a greater share of resources in the classroom and show a spending reduction in the five-year forecast. CAO will create a qualitative research approach to analyze, organize, label and identify patterns to increase successful percentages of the above goals. All gained document measures will be compiled for future reference. This gathered data will be a valuable resource inside the school district beyond the 5year requirement. Goals include maintaining Dibels grade-level quarterly reading literacy needs, meeting annual PYP unit assessments that build transdisciplinary skills, create international minded students, maintain IB educational standards, grade level Reading Standards and Language indicators. Benchmarks will be obtained in the English Language standards of - Phonemic Awareness, Word Recognition and Fluency - Acquisition of Vocabulary - Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies - Reading Applications: Informational, Technical and Persuasive Text - Reading Applications: Literary Text - Writing Processes - Writing Applications - Writing Conventions - Research - Communication: Oral and Visual **Please see attached Logic Model #24 Doc To increase parental involvement with staff during measuring and reporting benchmark data, a report will be created to go home weekly in gold envelopes that will show progress with visuals. Envelopes will also contain suggested practices for home tablet usage weekly to encourage at home learning in a free environment. Teachers will have access to review student data daily and are required to review, assess and create interventions quarterly. Growth rates for NWEA written scores, AIMS, Dibels and standards mastery will be closely monitored. Our data goals will be to 1) increase the % of students to reach target language scale goals by Winter 2014 and Spring 2015, 2) increase the % of students who increased state testing scores by grade level for Spring 2015, 3) show % of students with 50% increased performance index overall, and 4) show the % of new funds available to apply to each student to reach student objectives. CAO looks forward to providing the Amplify Learning Renaissance system to its achievement program. We believe this project will increase student daily practice of Common Core Standards and increase student ELA daily practice.

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.

The Amplify Learning Renaissance project will utilize a GOALS-BASED EVALUATION PLAN. It will determine how our specific goals have been met and the impact of our approaches used. The following five methods will be answered during the evaluation periods: 1) How the program goals were established, 2) Did personnel have access to above adequate resources? 3) Did students have access to high quality technology resources? 4) Were the goals prioritized to meet the focus needs? If so, how? 5) How to maintain timeline schedules for instructions, assessments, and interventions 6) How and what goals should be established for the future? and 7) Were IB academic goals and standards met? The evaluation methods will be in the form of checklists, self-assessments, surveys by staff and students, peer and staff interviews, review of documentation data, management observation of teaching staff, data focus groups and intervention focus groups to assess if student needs are being met. All evaluation information will be gathered and tallied to determine 1) program effectiveness, 2) proven student improvements in skill levels and 3) documented enhanced knowledge of all students. Quarterly assessments and Dibels target testing dates, will be analyzed, interpreted and instruction re-vamped on a per student basis as needed. The teams will review data and catalogue for future use.

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 Tiffany Adamski Director of International Baccalaureate Programming Coordinator for Ohio Schools Global Educational Excellence October 25, 2013