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Adjusted Allocation: 0.00
Remaining: -1,354,437.00
Application

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

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.

Amplifying Tablets will elevate or expand an existing program that is already implemented in your district, school, or consortia partnership. It is a long-term learner herself, Mrs. Irons 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-Khalijy (business owner), Sanaa Joujouli (educational consultant), Ruawida Dart (business owner), Koiketta 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

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 (RNN/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: adamskt@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 (RNN/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 (RNN/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 Studies 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 has also 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 Isaa. Dr. Isaa 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. Isaa 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. Isaa 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 Isaa, Facilities Manager for GEE will be overseeing the energy upgrades and controls made possible through this grant funding. Mr. Isaa has numerous years of experience in facilities management and currently works with as Facilities Manager for GEE schools as well as for Isaa Properties, a private, family owned business. Mr. Isaa is working in collaboration with Durban Wealth 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 leading every child and hands on teacher development style. A life-long learner herself, Mrs. Irons 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-Khalijy (business owner), Sanaa Joujouli (educational consultant), Ruawida Dart (business owner), Koiketta 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
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. 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?

1,134,437.00* 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, RTT 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 licenses for 200 students @ $199/year (Totaling $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 minimum of $600 per year and are requesting the first 3 years of implementation totaling $1800. 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 support to focus our 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; $2200 for Writing Grade 3; $1851 for Amplify software for 100 students in Digital Language Arts; $24,000 for on-going Amplify costs during implementation. $10,000 is being requested to award a $500 per year stipend for 3 years to each teacher remains active in the research associated with this Grant. Currently RTT and Title I & II funds are being used to fund 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 oven, 1 refrigerator, 2 microwaves, 30 dishwasher, 1 freezer, and 1 dishwasher.

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15. What new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

39,900.00* Special events for new/recurrent cost (until cost after project is implemented)

* Narrative explanation/note: Provide details on the costs 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/recurrent 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 $75/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 two schools. The IT technician will be in charge of IT at both schools as well as providing other IT services. The technician will have additional responsibilities such as setting up new computers, providing technical support, and troubleshooting.

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/note: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
17. Provide a brief explanation of how the project or solution are 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 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.

18. 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

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.
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 fewer opportunities to monitor students during their practice (Goodwin & Miller, 2013). The highest-achieving schools 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 partnerships in expertise & knowledge while promoting retention of the highest quality, experienced teachers. Faculty improvements will reduce ongoing energy & maintenance costs resulting in an estimated annual savings of $20,500 (29% reduction) based on 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 or 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 learn anywhere 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-12 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 reinforced teaching and learning in the core subjects, especially English Language Arts which it infuses across all curriculum subjects. According to the Amplify 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, Coalition H.E.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 teachers who are flipping their classrooms are able to achieve higher student achievement, increased student engagement, better student attendance and passing the state assessment.

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 Syser requirement. Goals include maintaining Dibels grade-level quarterly reading literacy needs, meeting annual PYP unit assessments that build transliteracy 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 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 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-amped 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 ASSURANCE: I/We 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.

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