Budget

Chapelside Cleveland Academy (014061) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (294)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	2,000,000.00	5,000,000.00	5,000,000.00	0.00	12,000,000.00
Support Services	0.00	0.00	1,000,000.00	500,000.00	0.00	0.00	1,500,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	1,000,000.00	0.00	0.00	0.00	1,000,000.00
Family/Community	0.00	0.00	500,000.00	0.00	0.00	0.00	500,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	4,500,000.00	5,500,000.00	5,000,000.00	0.00	15,000,000.00
						Adjusted Allocation	0.00
						Remaining	-15,000,000.00

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:Inquiry based project learning in a standards environment.

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

This proposal utilizes inquiry based learning with the primary vehicle of instruction being cycles of inquiry in which students engage with their peers, families, teachers and community members to solve real world problems that are of interest to them. Each cross curricular inquiry is led by a guiding question explored through research, problem solving, and collaboration with national and international partners to meet the goals of increased student achievement, spending reductions and using a greater share of resources in the classroom. The framework for every project will be a standards based learning environment in which assessment, planning for differentiated instruction and feedback are provided using proficiency scales within a competency based approach. The development of a well trained teacher base, a textbook free student centered model aligned to the rigor of the common core will propel our students from poverty to a well trained work force. Our intergenerational model will help parents help their students meeting the INDIVIDUAL needs of our student population. Focused inquiry and multi modal pedegogy will ensure that the needs of every student is met

4525 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Maggie Ford, Chief Academic Officer

Organizational name of lead applicant: Chapelside Cleveland Academy, Inc

Unique Identifier (IRN/Fed Tax ID): 014061

Address of lead applicant: 121 S. Main Street, Akron, OH 44308

Phone Number of lead applicant: 330-253-8680

Email Address of lead applicant: maggie.ford@whitehatmgmt.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.

014061 Chapelside Cleveland Academy, 3845 131st St Cleveland, OH 44120 000575 Hope Academy Northwest Campus,1441 W 116th St Cleveland, OH 44102 012105 Southside Academy, 1833 Market St Youngstown, OH 44507 012556 Pearl Academy, 4850 Pearl Rd Cleveland, OH 44109 012557 Woodland Academy, 10615 Lamontier Blvd Cleveland, OH 44104 012668 Garfield Academy, 1379 Garfield Ave SW Canton OH 44706 012684 Broadway Academy, 3398 E 55th Street Cleveland, OH 44127 014060 Brown Street Academy, 1035 Clay Street Akron, OH 443010 14063 University Academy, 107 S Arlington St Akron, OH 443060 14065 Lincoln Park Academy, 3185 W 41st Street Cleveland, OH 44109 014187 East Academy, 15720 Kipling Ave Cleveland, OH 44110 014189 West Park Academy, 12913 Bennington Ave Cleveland, OH 44135 133678 Riverside Academy, 3280 River Rd Cincinnati, OH 45204 142968 Hope Academy Northcoast, 4310 E 71st St Cleveland, OH 44105

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 consortium leadership team is comprised of a Chief Academic Officer, Chief Operating Officer, School Treasurer, and three Superintendents providing leadership to implement the grant. Each school principal will assist under the direction of the consortium leadership team. The team has experience in implementing similar projects including a smaller consortium using an innovative concept under the Ohio Early Literacy Grant received in January of 2013. The concept for this previously received grant uses literacy based problem solving in K-3. Families partner in inquiry based learning as they solve problems with their children that affect the entire family and/or community. The literacy based explorations are driven by a guiding question that students and families investigate. Cross curricular connections and reading/writing across the curriculum are of primary importance. We now want to expand this pilot to 14 schools in grades K-8. The consortium leadership team has led 14 schools in transition from direct instruction methods to inquiry based learning by providing initial staff development. The leadership team and principals have made a transition among 14 schools from a traditional grading and reporting system to a standards based grading, reporting and feedback system through the use of proficiency scales and a competency based framework. The work of Robert Marzano in The Art and Science of Teaching and John Hattie in Visible Learning indicate this type of feedback has the capacity to increase student achievement significantly. The consortium schools are engaged in a two year partnership with Marzano's research laboratory, working to design and implement a standards based teaching, learning and assessment environment. The leadership team was responsible for successfully implementing Race to the Top funds across 14 schools. The consortium schools have demonstrated a strong capacity to implement projects involving innovation and change on a large scale. The Partnership with Marzano Research Lab, Learn-It Systems and Asset STEM Education solidify the project. The Assett professional development model development model not only provides teachers with basic STEM skills, it leads to the continuous improvement of teaching practices and a deeper understanding of the scientific inquiry process. It also creates a supportive and capable network for continued learning.ASSET gives teachers the tools to make students lifelong learners, not just in STEM, but all subjects. We challenge teachers to be the best teachers they can be.

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

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

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] Utilization of a greater share of resources in the classroom

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

- [ ] New - never before implemented
- [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- [x] Mixed Concept - incorporates new and existing elements
- [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The consortium schools will use an innovative cross curricular project based learning instructional framework to address problems of decreased minority student achievement and an increased achievement gap for minority and disadvantaged students. The consortium schools will implement inquiry based learning through projects that actively engage students, their families and communities in solving real world, meaningful problems of interest to them. This will be accomplished through methods grounded by a guiding question. Students will access research and inquiry skills at the appropriate level to solve problems that make a difference in the world. We plan to use funding for hardware and software that will enable video conferencing and collaboration between our students and teachers and

others across the globe to solve problems that incorporate the sciences, literature, mathematics, and the arts. Students will visit museums, national and international parks, agricultural and architectural sites speak with experts around the world and partner with classrooms from other cultures that help students understand how to work with those who see life differently. Powerful international experiences will work to eliminate the achievement gap for minority and disadvantaged students. Cultural confidence, increased vocabulary and the opening of new possibilities will deepen learning and increase equity for students from poverty backgrounds. The learning cycles will institute common explorations and individual inquiries as students research and generate understandings in reference to the guiding question. Blended instruction and learning will ensure that students are ready to meet science and technology demands in coming years. Students will have the option of accelerating or receiving support using adaptive blended learning curriculum. Teachers will use formative assessments to guide their instruction so that it is responsive to the needs of individuals. Teachers and students will set goals for improvement based on data. Data gathered through pre-assessments, accessing prior knowledge and ongoing formative assessments will guide teachers during inquiry. We will use funding for creation of cross curricular inquiry units which invite students to articulate a problem or what it is they notice and wonder about while being guided by a teacher who facilitates understanding and encourages them to probe. Teachers will have access to high quality professional development that comprises a blended/adaptive component in order to explore topics based on the needs of students. Teachers will hold rigorous standards for achievement, inquiry and problem solving. We will use funding to for professional development regarding the use of inquiry based teaching methods. We will create a team of instructional leaders that will provide development in consortium schools on a long term basis in the process of inquiry and establishing global partnerships. The consortium schools will follow a high reliability schools model as posited by the work of Marzano. High reliability schools guarantee a viable curriculum based on college and career ready standards, articulate an instructional framework, and engage in standards based reporting and feedback using a competency approach. Within a standards based environment students and teachers will collaboratively set goals based on pre and ongoing assessments. Students will understand proficiency scales which outline skills and that indicate approaching, mastery and extension of standards. Using scales, students will be able to monitor their progress in the curriculum. Specific and direct performance feedback will be provided-which research indicates has a significant impact on student achievement (Hattie, 2009). Families will be educated about standards based reporting and feedback so they can function as partners in goal setting and progress monitoring. This coupled with Dufours PLC model will ensure success

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.

Goal Promotion: Increase student achievement using an innovative concept. We anticipate that the vision of collaborative problem solving, increased engagement, student driven inquiry facilitated by highly skilled teachers within a standards based environment will yield increased performance on both proficiency/growth measures. Summative assessments will measure proficiency and growth metrics. Subgroup performance will be measured to ensure achievement gaps are consistently decreasing. Students will use data folders to set goals for mastery aligned to college and career ready standards. Progress is monitored using a proficiency scale system already developed in partnership with Marzano Research Laboratory. Inquiry methods will increase achievement by raising engagement and promoting student problem solving through questioning, observing, synthesizing and interpreting data and reporting findings. A typical inquiry cycle will look similar to: Teacher, students and families create an inquiry question. Teacher, students and families gather information by accessing text and online information, discussions with family and others (peers and instructors around the world) via video conferencing. More questions are generated/answered via the same methods. Students read, write, observe and gather data to make meaning. Students synthesize findings and share them with relevant others. Goal Promotion: Sustainability and reduction of spending. The consortium will establish a core of instructional leaders responsible for providing professional development in the area of inquiry and project based learning as well as standards based teaching and learning. This will eliminate the need for continued annual spending for professional development. Inquiry methods will become a part of the culture within the consortium schools promoting sustainability as teachers follow units of inquiry instruction created to stimulate problem solving and 21st century skills. Partnerships established with community organizations/experts will contribute to the expert pool that works with schools to supplement learning experiences and broaden responsibility of education to the community. Reduced spending in the five year forecast will be comprised of a 1 million dollar annual reduction of data center equipment and service due to daily computing taking place in the cloud environment. Reduced spending in the five year forecast will be comprised of a 1 million dollar reduction of site hardware (servers) due to daily computing taking place in the cloud environment. Consortium schools will reduce per pupil costs by $40 per student in terms of texts and student information data by investing in a multi-faceted content management system that will house inquiry units of instruction. This is a total reduction of $177,000. Goal Promotion: Impact and replication. The inquiry based framework has a strong propensity for lasting impact and replication.Teachers will understand how to move students through standards based projects not bound by classroom walls. Students will work with others in both remote and populated areas of the world, thus extending the impact of student led inquiry beyond the local community. Families participate in problem solving, extending instruction beyond the classroom to real world problems in the community. Local businesses and organizations will become partners in problem solving as well, thus further extending the impact to the community. The Staff will present this model to other educators through state and national conferences The inquiry and project based learning methods are replicable because they are based on a set of inquiry processes involving questioning and predicting, planning, observing, interpreting and communicating. The leadership team will assist partner schools both within the consortium and those accessed through video conferencing establish and use inquiry methods within a cross curricular framework.

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.

This document is attached to our application

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

15,000,000.00 * 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).

Because this plan is aligned to the schools overall school improvement and ccip goals title funds will be used to augment the professional development portion of the program. Additionally, foundation support will be used to staff, and support the project The budget is being used to support individualized inquiry based learning through professional development, equipment and supplies, the building of processes and infrastructure, staff development and an IIs. The budget will cover cunsulting costs to build the infrastructure as we strive to evaluate the effectiveness of the initiave, create an environment that supports the elimination of textbooks, the creation of student centered spaces and the creation of an informed stakeholder population. A Business Analyst, outside evaluator, staff accountant, Implementation Specialist and support personnell at the school level will be employed for the initial grant period to ensure the successful implementation of the project. Subsitiutes, stipends for core team members, peer mentors and experts in curriculum design will be retained to build infrastructure and provide job embeded PD to assist teachers who are not familiar with the model. Teachers will be placed with a mentor/implementation specialist to assist them as they work through the model. This highly trained mentor will ensure student achievement remains constant as the teacher learns to manage the new model. The development and rollout of a data system that ties to the PLC and OIP framework will assist staff as they work to provide a student centered differentiated learning. Devices, Meraki devices for internet access and web filtering as well as any modifications to the classroom (wiring, tables, sand and water tables, hydroponic gardening etc) Install of the polycom devices, monitors and computers. Consultants to evaluate content, project efficacy and stakeholder communication(newsletter, wiki, blog etc)

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.

123,900.00 * 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.

Standard maintenance costs which is calculated at 10% of the initial cost of the 1:1 computing devices. The train the trainer model eliminates reliance on a partner to provide any future professional development . The narrative above outlines costs associated with the building of a solid foundation to the program and an infrastructure that supports it into perpetuity. The academic impact will be large as we eliminate the reliance on 3rd party providers like text book workbook purchases, software/ curriculum licenses, training and evaluation. the self sufficiency of our students is multiplied as we become a self sufficient school.

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

2,177,000.00 * 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.)

Reduced spending in the five year forecast will be comprised of a 1 million dollar annual reduction of enterprise data center hardware, software and maintenance due to daily computing taking place in the cloud environment. Reduced spending in the five year forecast will be comprised of a 1 million dollar reduction of site hardware (servers), software and maintenance due to daily computing taking place in the cloud environment. Consortium schools will reduce per pupil costs by $40 per student in terms of texts and student information data by investing in a multi-faceted content management system that will house inquiry units of instruction. This is a total reduction of $177,000.

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

The project is self-sustaining and does not have any recurring costs associated with the items being purchased. The train the trainer model, and complete change of culture in the schools requires start up costs that build a firm foundation under the model. Once this foundation is built, the infrastructure will be strong enough to support itself.

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): 01/01/2014

* Narrative explanation

Year One: Work with a skilled partner to write cross curricular inquiry units using project based learning. Research hardware/software that will be used to facilitate problem solving and online collaboration. Establish partnership with skilled provider in the area of establishing instructional technology partnerships around the world. Select pilot classrooms and provide professional development to teachers and leaders serving these classrooms. Collect baseline student performance data. Collect baseline student satisfaction data.

Implement (MM/DD/YYYY): 07/01/2014

* Narrative explanation

Year Two: Professional development of core instructional leadership team in the area of inquiry/project based teaching and inquiry process skills. Professional development for instructional technology leadership team. Pilot implementation in select classrooms of cross curricular standards based inquiry/project based learning units. Analyze/incorporate feedback from pilot to make changes to inquiry units. All classrooms utilize a standards based feedback/reporting structure based on proficiency scales. Purchase and install hardware/software for collaboration/exploration. Overview for entire staff on inquiry practices. Introduce inquiry units to staff. Establish local partners in problem solving. Establish global partners for collaboration and problem solving. Analyze student performance and satisfaction data in pilot classrooms. Make changes in curriculum and instruction based on data.

Summative evaluation (MM/DD/YYYY): 07/01/2015

* Narrative explanation

Year Three Instructional leadership team to provide professional development regarding inquiry/project based teaching and inquiry process skills. The instructional technology leadership team to provide professional development regarding online collaboration. Continue to establish local partners. Continue to establish global partners. Implement inquiry units in all classrooms. All teachers and students use data portfolios to set goals/monitor progress using proficiency scales aligned to standards. Troubleshoot /solve technology problems. Instructional leadership team use feedback regarding inquiry units to make changes. Review data from year three/make changes in curriculum and instruction based on data. Implement changes to inquiry units based on feedback. Instructional leadership team will provide professional development regarding inquiry units to new teachers. Continue to develop relationships with local partners. Review data from year five/make changes in curriculum and instruction based on data.

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

As staff implement inquiry based learning, they will change the way they approach teaching and learning. Teachers will become facilitators as opposed to disseminators of knowledge. Schools will collaborate to investigate real world problems as well as partner with schools both nationally and internationally thus expanding the boundaries of a single school/classroom. Teaching will be cross curricular as students use math, reading, writing and scientific exploration to solve problems of interest to them/their community. Teachers will use open source content, authentic literature and original source documents to guide instruction. Teachers will use technology in a generative, capacity as opposed to a replacement capacity (i.e. students will use technology to synthesize/create new products as opposed to reading a textbook online). Teachers will plan content based on pre and formative ongoing assessments. This process will indicate a change in that schools will no longer follow a series of direct instruction steps from start to finish but will instruct based on data gathered from student assessments. Feedback to students and families will be standards based using a proficiency scale indicating approaching mastery, mastery and beyond mastery of standards.

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.

There is a growing body of research supporting the use of project based learning as a framework for increasing achievement, engagement and motivation. This reform framework allows students to put learning in context and not to memorize disassociated facts unrelated to daily experience. David (2008) reports in Educational Leadership, that project based learning has the capacity to increase student cognition, achievement and decreases anxiety about school performance but that it is a cutting edge approach that needs support (funding for initial technology and professional development) to implement with fidelity. The research of Alacapinar (2008) used mixed methods to establish a significant increase in cognitive gains in students using project learning methods. In Taiwan (ranked 3rd in mathematics and 2nd in science on the 2011 TIMSS) technology driven project approaches yielded increased performance and motivation when control groups were compared to project groups (Hung, Hwang, Huang, 2012). US researchers (Kanter and Konstantopoulos, 2010) found that inquiry methods were able to heighten achievement with minority students. They noted a difference in pre and post testing of 5.5 times greater than the average student gain on nationally normed science tests. They do point out that teacher knowledge and frequency of use are key to implementing inquiry/project based methods. This proposal is requesting funding to implement a solid professional development program and to assist in establishing a viable daily inquiry based project curriculum. The schools will implement project based learning within a standards based environment which is soundly supported by research. The work of Marzano (2007) and Hattie (2009) supports specific and direct feedback in promoting student achievement. Their research indicates that achievement is increased when standards based grading and reporting and student data folders in which students track their own progress are used.

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

☑ Yes ☐ No

22. If so, how?

The approach described in this proposal could be expanded to other schools. Professional development revolves around inquiry process skills that are key to teaching and learning within an inquiry/project based learning framework. The schools would function as models for using the framework in additional Ohio schools. Time and effort would include writing cross curricular inquiry units that are standards based and professional development regarding inquiry processes and guiding questions to facilitate learning. Professional development in the area of technology integration would also be important when increasing the scope of the project to include additional schools.

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

Schools will use project based learning after grant expiration as teachers will have become adept at instructing using inquiry processes. The teaching/ learning culture will have shifted to inquiry rather than methods leading students to answers without critical thinking and 21st century problem solving. Families will expect instruction inquiry instruction and projects as they become familiar with inquiries and dialogue at home. Teachers will have access to cross curricular standards based units of instruction that revolve around a guiding question involving students in solving problems relevant to the community. The consortium leadership will maintain relationships with local/global partners so that inquiry will sustain after the grant ends. Standards based reporting/feedback will sustain due to structures implemented during the grant (revised report card/progress reports/student data portfolios) as well as providing stakeholders with information about how to function in a system of specific academic feedback. The project provides value/lasting impact in that it will develop problem solving skills in a way that direct instruction cannot. The project will provide students opportunities to work with others around the world to prepare for college/career entrance. Students will understand cultures of others via collaborative project based endeavors. This is important in today where video conferencing, telecommuting and remote collaborative work are commonplace. The project will increase achievement by decreasing gaps among subgroups as outlined by goals in the attached data table. Schools will use OAA (and then PARCC) to assess achievement via a decrease in achievement gaps. Schools will use STAR literacy/math assessments 3 times yearly as a benchmark measure for growth toward the goals in the attached data table. Schools will use student surveys to assess student motivation, engagement and satisfaction. Survey goals are included in the attached table. Surveys will be administered yearly.

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

Benchmarks for student achievement are increased performance, decreased achievement gaps among subgroups as outlined in attached data table goals. Increased student engagement will be measured by student surveys as outlined in attached data table. Reduced spending in the five year forecast will be comprised of a 1 million dollar annual reduction of enterprise data center hardware, software and maintenance due to daily computing taking place in the cloud environment. Reduced spending in the five year forecast will be comprised of a 1 million dollar reduction of site hardware (servers), software and maintenance due to daily computing taking place in the cloud environment. Consortium schools will reduce per pupil costs by $40 per student in terms of texts and student information data by investing in a multi-faceted content management system that will house inquiry units of instruction. This is a total reduction of $177,000.

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.

Methods to measure student achievement (short and long term objectives included on data table): ... Summative assessments (OAA and then PARCC) will determine increased growth and proficiency achievement as well as decreased achievement gaps among subgroups. Summative assessments will be administered yearly and will be compared to baseline measures gathered prior to the grant start. ... Benchmark assessments (STAR literacy and math) will be administered 3 times yearly and will indicate progress of students towards growth and proficiency goals. Benchmark assessments will be compared to baseline measures gathered prior to the grant start. ... Data requirements (percentages) included in data tables attached to grant proposal. Methods to measure student engagement (short and long term objectives included on data table): ... Student surveys will be administered once yearly and increases will be compared to baseline measures gathered prior to the grant start to determine effectiveness. ... Data requirements (percentages) included in data tables attached to grant proposal. The leadership team and building principals will evaluate progress using benchmark and summative data 2x yearly. The leadership team will make decisions about professional development, curriculum and instructional changes that need to take place due to data results. Lessons learned from the implementation of this grant will be shared at conference presentations at local and statewide conferences. We will partner with a local university to summarize methods and results that can be shared with schools around the state. Consortium schools will act as a model for other schools that wish to implement project based learning methods.

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 Maggie Ford, Chief Academic Officer White Hat Management, LLC October 22nd, 2013