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Adjusted Allocation: 0.00
Remaining: -5,057,392.00
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: Classroom of One

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.

As part of Cincinnati Public Schools (CPS) commitment to creating an equitable personalized learning environment for all students, the district seeks funding to support essential technology infrastructure upgrades in all high schools. The “Classroom of One” project will create state-of-the-art wireless platforms designed to increase the 7-12 grade online academic portfolio, support intense teacher professional development in blended learning modalities, and expand a partnership with the Cincinnati Youth Collaborative to create an E-mentor model linking academic curriculum with college/career exploration and one-on-one mentorship. These efforts hold promise to not only provide considerable infrastructure savings and create collaborative partnership opportunities, but also to increase academic achievement, college and career exploration, and ultimately, increase the ability of our graduates to enter a 21st century marketplace.

11000 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kara Shiblya
Organizational name of lead applicant: Cincinnati City Schools
Unique Identifier (IRN/Fed Tax ID): 043752
Address of lead applicant: 2651 Burnet Ave. Cincinnati, Ohio 45219
Phone Number of lead applicant: 513-363-0338
Email Address of lead applicant: shiblya@cps-k12.org

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.

Jane Keller, President Cincinnati Youth Collaborative Fed Tax ID: n/a
Montgomery Rd., Suite 400 Cincinnati, OH 45214 513-841-5000 jkeller@cycyouth.org

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.

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 partners.

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.

Imagine a world where students learn and excel without figurative classroom walls; what would that world look like? At Cincinnati Public Schools (CPS), we envision a world where technology is an equal partner alongside our teachers in contributing to all of our student’s growth; a world where the comfort of technology outside of the classroom (as seen through Apps, Facebook, i-Tunes, etc.) is carried into the classroom through innovative instructional strategies; a world with applications that support personalized learning and differentiated instruction; and a world where all students proactively co-pilot their

Cincinnati City School District - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (348)
12. Describe how it will meet the goal(s) selected above. This work provides great cost savings to the district, as CPS does not incur the cost of additional guidance counselors and career coaches, and allows the approach to serving our students. The project aims to link a digital mentorship model with classroom academics to complement student learning and share human talent and resources from the business community in real-time. This work includes great costs savings to the city, as CPS will focus on the cost of staff and guidance counselors, and allows the existing staff to better serve students in other ways, ultimately funding additional virtual mentors, counselors, and guidance staff back into the classroom.

13. What is the total cost for implementing the innovative project? The district requests Straight A Funds to contract with the Cincinnati Youth Collaborative to develop a digital mentorship platform and college/career coaches will be handled directly by the CYC post grant award. CPS also will offer a brief narrative explanation/rationale: Provide details on the sources of support services. Overall we anticipate seeing at least $75,000 each in year in costs savings from using this model. Inherent in the district’s efforts to scale personalized and blended learning throughout the five year spending forecast these blended learning modalities to our partnership with the CYC, a digital college and career mentorship program will help holistically supplement cognitive classroom learning and increase non-cognitive skills (motivation, resilience, character, leadership, etc.) at our most at-risk student population. We anticipate an increase in district-wide student achievement on Grade 7 and 8 Ohio Academic Assessments in Reading and Math scores of at least 10% by end of year 3; 2) An increase in district-wide student achievement on Grade 10 Ohio Graduation Test in Reading and Math of at least 10% by end of year 3; 3) 100% of 7-12 grade students creating College/Career Plans by end of year 3; and 4) An increase in the district’s overall four-year graduation rate of at least 30% by end of year 5. Ultimately, these efforts are expected to decrease large-scale training needs and reduce substitute teacher costs rates at which our current efforts will fail from high school prepared for college and career.

14. What is the total cost for implementing the innovative project? 5,057,392.00 * 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, RTI money, local funding, foundation support, etc.), and provide details on the costs included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The district requests Straight A Funds to contract with the Cincinnati Youth Collaborative to develop a digital mentorship platform and college/career coaches will be handled directly by the CYC post grant award. CPS also will offer a brief narrative explanation/rationale: Provide details on the sources of support services. Overall we anticipate seeing at least $75,000 each in year in costs savings from using this model. Inherent in the district’s efforts to scale personalized and blended learning throughout the five year spending forecast these blended learning modalities to our partnership with the CYC, a digital college and career mentorship program will help holistically supplement cognitive classroom learning and increase non-cognitive skills (motivation, resilience, character, leadership, etc.) at our most at-risk student population. We anticipate an increase in district-wide student achievement on Grade 7 and 8 Ohio Academic Assessments in Reading and Math scores of at least 10% by end of year 3; 2) An increase in district-wide student achievement on Grade 10 Ohio Graduation Test in Reading and Math of at least 10% by end of year 3; 3) 100% of 7-12 grade students creating College/Career Plans by end of year 3; and 4) An increase in the district’s overall four-year graduation rate of at least 30% by end of year 5. Ultimately, these efforts are expected to decrease large-scale training needs and reduce substitute teacher costs rates at which our current efforts will fail from high school prepared for college and career.

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.

16. Are there expected savings that may result from the implementation of the innovative project? 395,000.00 * 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.). If there are no new/recurring costs, please explain why.

The district has a program that makes large scale investments into one-time, high-quality products. The only non-singular investments in the budget are associated with the salary and fringe benefits for the following individuals: CPS Director of the Office of Innovation and the Chief Technology Officer. Both positions are funded by general operating funds and do not create additional costs for the district. We recognize portfolio wise as part of the greater online curriculum, in options and most blended, see rates at which our current efforts will fail from high school prepared for college and career.

17. What is the total cost for implementing the innovative project? The district requests Straight A Funds to contract with the Cincinnati Youth Collaborative to develop a digital mentorship platform and college/career coaches will be handled directly by the CYC post grant award. CPS also will offer a brief narrative explanation/rationale: Provide details on the sources of support services. Overall we anticipate seeing at least $75,000 each in year in costs savings from using this model. Inherent in the district’s efforts to scale personalized and blended learning throughout the five year spending forecast these blended learning modalities to our partnership with the CYC, a digital college and career mentorship program will help holistically supplement cognitive classroom learning and increase non-cognitive skills (motivation, resilience, character, leadership, etc.) at our most at-risk student population. We anticipate an increase in district-wide student achievement on Grade 7 and 8 Ohio Academic Assessments in Reading and Math scores of at least 10% by end of year 3; 2) An increase in district-wide student achievement on Grade 10 Ohio Graduation Test in Reading and Math of at least 10% by end of year 3; 3) 100% of 7-12 grade students creating College/Career Plans by end of year 3; and 4) An increase in the district’s overall four-year graduation rate of at least 30% by end of year 5. Ultimately, these efforts are expected to decrease large-scale training needs and reduce substitute teacher costs rates at which our current efforts will fail from high school prepared for college and career.

18. Are there expected savings that may result from the implementation of the innovative project? 395,000.00 * 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.). If there are no new/recurring costs, please explain why.

The district has a program that makes large scale investments into one-time, high-quality products. The only non-singular investments in the budget are associated with the salary and fringe benefits for the following individuals: CPS Director of the Office of Innovation and the Chief Technology Officer. Both positions are funded by general operating funds and do not create additional costs for the district. We recognize portfolio wise as part of the greater online curriculum, in options and most blended, see rates at which our current efforts will fail from high school prepared for college and career.
secondary schools where mentorship, internships, individualized tutoring, project-based learning, and career planning and preparation are paramount. To date, these strategic efforts have created 9 Community Learning Centers within our district’s 14 high schools, transforming not only the school buildings themselves, but the surrounding neighborhoods as well. The district covers facilities costs of the school buildings and sustains the direct cost of their programming within the building, at no additional cost to the district and the benefit of our students. The district’s long-term plan includes 100% of schools in CPS operating under the CLC model. As the district moves closer to achieving this realization each school year, a greater share of resources and support systems are available to our students, reducing district spending, and overhead. Finally, our partnership with CYC will provide significant cost savings to our staffing infrastructure, allowing our in-school guidance counselors to stay in their buildings throughout the school day, and offering the services described above to our students. The district will also be able to use the CYC’s support to implement its mentorship and career development programs, which will be provided for free to district students. In addition, we estimate savings of $1,500,000 in staffing savings each year. Additionally, ongoing costs to operate and sustain the CYC e-mentor program in CPS schools will be solely handled by the CYC through private fundraising and programming support, eliminating the district’s liability of ongoing costs and creating an additional $1,200,000 each year in savings.

19. 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 through the project and the amount of the 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.

20. The district’s “Classroom of One” project is a multi-tiered approach for establishing an equitable learning environment and efforts to prepare our students to graduate college and career ready. The project expenses for the project revolve heavily around improving technology infrastructure that include wireless access points and controllers for each school building, as well as one-time labor costs to install, cable, and upgrade this infrastructure. The requested hardware and equipment will allow for a one-time, large-scale upgrade to a “smart” learning environments, which will significantly increase the district’s capacity to address other technology needs in the coming year and eliminate one major infrastructure project that was budgeted across multiple school years. Regarding our professional development, the district’s strategic plan will provide ongoing, job-embedded training through a “Train the Trainer” model, as well as use of online professional development for teachers. From leading these expenses within the first year will lessen the need for large scale training sessions that require substitute teachers, trainer fees, and mileage costs. This targeted approach will not increase additional classroom offerings by 30%, the district anticipates no further increasing in staffing needed to sustain the increased academically and increased professional development expenses as courses will be able to provide trainings and ongoing classroom support within their buildings. Creating an e-mentorship program model with the CYC will expand our student’s access to college and career supports to our most at-risk students, as students begin to improve academically through a variety of these personalized support services and increased capacity of their classroom teachers to effectively instruct in a blended learning environment. During the grant period, our partnership with the CYC will create a digital mentorship model for long-term use by the CYC, as the CYC will incur costs to launch and maintain the mentorship program beginning in 2014-15, providing considerable cost savings to the district and no additional expenses for the district to sustain this program forward. The district’s partnership with CYC will create a sustainable e-mentorship program model that can be seamlessly scaled-up in existing CYC locations, while also easy to implement in new locations, as CYC in-school coordinators will work within the district’s lowest performing schools to support their students’ school and career achievement. Grant funds will be used to support the development and infrastructure of the online mentoring program; however, the launch and facilitation of this program will become part of CYC’s existing operational budget following the grant award period. This partnership approach allows for maximum benefit to the school district by creating relevant and engaging programs for at-risk students, while at the same time, sustaining program facilitation through an existing partner that raises approximately $1 million in private fundraising each year.

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.

Plan (MM/DD/YYYY): 10/25/2013

* Proposal Timeline Dates

**Narrative explanation**

Project planning took place in the months and weeks leading up to the grant submission deadline and involved multiple stakeholders, including district senior leadership, technology vendors, agency partners (CYC and Cincinnati Bell), and teachers and administrators. In discussing technology infrastructure needs, the planning committee recognized potential delays from vendors in providing a large delivery of inventory in a timely manner. To mitigate this obstacle, CPS consulted with vendors regarding realistic timelines for implementation and feasibility within the six month timeframe. Upon notification of a grant award, these partners are available and ready to begin project implementation as of January 1, 2014.

Implementation (MM/DD/YYYY): 01/01/2014

* Narrative explanation

Implementation will take place during January and June 30, 2014. The district will upgrade 11 high schools to become digitally “smart” school that support a wireless learning environment for all students. Three schools within the district have already achieved this level of technology and will not require additional upgrades. Professional development in personalized and blended learning modalities will take place with teachers and administrators alongside complete implementation of the technology upgrades within their building. Teachers within each school will receive frequent communication regarding the timeline for which their school will receive technology upgrades, as well as what upgrade for appropriate professional trainings. The district will also provide summer intensive training, online training, and small-group training through learning teams and staff meetings. The district will meet regularly with CYC to develop the e-mentorship program model between January and June, 2014. The work will include purchasing a digital mentorship platform, working with a college and career consultant to develop best practices and linkages into classroom learning, investing in two CYC career coaches, and determining program launch logistics. Grant funding will support the development of the program model, while CYC will maintain operational expenses after June 30, 2014. Working collaboratively with the CYC, we are interested in developing a model that links the technology upgrades within the district to a leading edge mentorship platform, making mentorship between CYC mentors and our students much more guided. We aim to create a model that will quantitatively tracks data and student touch points, allowing both partners to track what has previously been hard to capture, such as the points needed to be tracking of volunteer hours. The model also will allow the mentorship program to capture, such as the number of touch points needed to influence academic achievement, graduation, etc. This new model also will allow for better tracking of volunteer hours, maintain a history of mentorship, and link student data to relevant experiences and career guidance from the mentor. The district’s Director of the Office of Innovation will primarily work with CYC and the project committee to complete this task.

Evaluation (MM/DD/YYYY): 06/30/2014

* Narrative explanation

Evaluation will take place in July, 2014. The district will collect installation timeline and completion data from our IT consultants and compare the original “refresh” schedule to actual completion. The district will assess professional development participation and identify areas to improve communication and training opportunities in the coming school year to fully support personalized and blended learning modalities within the classroom. The district will provide a e-mentorship program model for launch in the 2014-15 school year and will meet with the district’s Director of the Office of Innovation to determine strategic outreach and student targeting for the upcoming school year. The district will share outcome information with a variety of parties, including the school board, parents, teachers, funders, the community, and our partner agencies.

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

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

The district’s investment in technology infrastructure proposes to significantly improve student academic achievement through a multitude of “smart” technology platforms that drive student engagement in personalized and blended learning modalities. We aim to increase student learning and provide equitable learning resources for all students. In this new world, a CPS student’s typical day might include working with students from multiple high schools on a research project about population density in international urban development, a job interview via video chat with a college counselor at their college campus, one session with a student counselor in the school building, and completing an online assessment in Blackboard to determine mastery in standards-based English unit, and a live chat with their CYC mentor about an upcoming history project. For teachers, this same day might include facilitating a group video chat with students from multiple high schools to discuss a research paper, one-on-one sessions with students to review recommended based on their personalized learning plan, small group meetings with student learning coaches, and live streaming of a webinar exploring technology and small group meetings with student learning coaches and virtual field trips to large museums or science laboratories.

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 personnel in the affected entities.)

The district's “Classroom of One” provides volunteer tutors and college/career mentors to ~700 of CPS students each year. This partnership will allow for at least 15% savings of one full-time guidance counselor per school, amounting to $150,000 in staffing savings each year. Additionally, ongoing costs to operate and sustain the CYC e-mentor program in CPS schools will be solely handled by the CYC through private fundraising and programming support, eliminating the district’s liability of ongoing costs and creating an additional $1,200,000 each year in savings.
The 2012 report titled Classifying Blended Learning (Staker and Hargreaves) states that a common feature of blended learning in today’s classrooms involves courses taking place partly online and partly through traditional classroom methods. Additionally, the key to this equation being the connection between the two modalities. In other words, what students learn online directly informs what they learn face-to-face, and vice versa. Furthermore, if students have control over the pace at which they learn, this sense of control is often extended to the entire subject that is being blended, not only to the online-learning portion of the coursework. The growing use of online learning has proven to be a positive “disruptive innovation,” with the potential to not only improve current models of educational delivery, but transform them (Staker & Hargreaves, 2012). According to the Department of Education (2011), blended learning is an instructional method that combines traditional face-to-face classroom methods and modern technology, such as online courses to improve student engagement, efficiency, and success. A blended learning approach is one that is student-centered, with flexibility in the way students learn, choose their learning path, and interact with their instructor.

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

Yes

No

22. If so, how?

We are confident our approach holds promise for creating a sustainable model that delivers measurable results and is applicable to scale across the district, our region, and to school districts nationwide. The creation of personalized learning profiles, technology upgrades, and educational partnership for college/career support will provide a strategy that can be seamlessly implemented across all CPS schools, as well as serve as a template for other school districts looking to implement similar instructional strategies. Our use of shared resources in the classroom through a Community Learning Center model and has garnered national attention and is frequently used as a model of successful resource coordination. Our professional development plan is one in which other school districts can mirror, as it builds on available research and blended learning coaching will take place routinely throughout the district and delivered in a way to achieve economies of scale for participating teachers and administrators. Finally, our partnership with Cincinnati Youth Collaborative has the potential to be widely implemented in schools, developing a model with an educational partner capable of maintaining operating costs upon implementation.

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

Students today are 21st century adolescents by nature and have no trouble embracing and using technology outside of their classroom life. Our job as educational leaders is to connect the technology to their academic work. All the necessary tools and instructional methods are at hand outside of the box. The key is finding the right mix of quality and quantity to make it meaningful and impactful. We have outlined our school/district-wide learning goals; Three) Increasing student academic achievement using blended learning for all 7th grade students (excluding special education students) to achieve a level of technology innovation within our district that provides for symbiotic personalized and blended learning in all CPS high schools. This will require a substantial investment up-front in capital and resources in the classroom.

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

Integration of high-quality academic programs in a technology-rich learning environment is our mission. Evaluating the impact of these efforts will be addressed through multiple methods, both short and long term. Changes in student growth and increased academic performance will be considered strategies and goals towards the end of the project. The project descriptions, goals, and specifications will act as a guide for the alignment of our instructional strategies and goals with our long-term outcomes. The project outcomes, including decreased dropout rates, increased graduation rates, and increased college enrollment and retention rates will emphasize effective teaching and support systems in the long term. Changes in student behavior and increased student achievement will show impact of effective, research-based instructional strategies and educational qualified achievement in our school district. Graduation rates for the CPS students who participate in CYC mentorship programs are in excess of 90%, opposed to the district average of 66%. Mentorship relationship time is also imperative, as the CPS students participating in CYC mentoring have an average of at least four years of mentorship with their mentor, recognizing the longevity of CYC volunteer investment. CYC provides a more complete intervention for CPS students than other mentoring programs in the area. The benefit is that with direct access to a school counselor in the classroom, the mentor/mentee relationship is not influenced by daily changes in the students’ lives, and the mentor is able to become an advocate for the student. Mentoring mentorship programs will have a significant impact on high school and succeed in post-secondary pursuits, this information gives the mentor a more rounded assessment of the student’s needs. By engaging local business leaders as mentors, CYC brings opportunities for at-risk youth to explore career possibilities and work experience, as well as develop the leadership and job skills needed to move toward career success. The above provides evidence that when mentors and mentees enjoy an authentic relationship, the results in terms of increased school attendance, decreased dropout rates, increased graduation rates, and increased college enrollment and retention rates will be emphasized.

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 outcomes and outcomes and the systems in place to track the program's progress.)

CPS will continue to use its internal database to collect student data from several different sources including attendance, discipline, formative assessment scores, state required ESEA testing results, credit accumulation, academic progress, etc. This data is aggregated into a report for each instructor called the Class Profile Report and flags students who may be struggling with attendance, behavioral, academic issues, etc. Allowing for constant monitoring by the teacher and opportunities to provide tailored enrichment and/or remediation based on student academic needs and growth. The Class Profile Report is a tool that teachers can use to track student progress. The report includes a summary of student information, as well as supporting information including academic科characteristics, attendance, test scores, and notes from the teacher. The Class Profile Report is updated weekly and includes information on the student’s classroom progress, behavior, and academic performance. The report also includes a section for teachers to add their own notes and comments.

* 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 district will work to create a tracking table describing proposed activities in a “what/who/when/where” format - assigning measurable goals to each activity, establishing timelines for each activity, and assigning responsibilities and roles to those involved. The district will work to create a tracking table describing proposed activities in a “what/who/when/where” format.

* 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 project goals.

CPS will use data from the district’s pre-test to prepare biannual reports for the evaluation committee. These reports will provide an overview of the project’s progress and will be reviewed by the evaluation committee to determine if the goals outlined in the project proposal have been met. CPS will continue to use its internal database to collect student data from several different sources including attendance, discipline, formative assessment scores, state required ESEA testing results, credit accumulation, academic progress, etc. This data is aggregated into a report for each instructor called the Class Profile Report and flags students who may be struggling with attendance, behavioral, academic issues, etc. Allowing for constant monitoring by the teacher and opportunities to provide tailored enrichment and/or remediation based on student academic needs and growth. The Class Profile Report is a tool that teachers can use to track student progress. The report includes a summary of student information, as well as supporting information including academic科characteristics, attendance, test scores, and notes from the teacher. The Class Profile Report is updated weekly and includes information on the student’s classroom progress, behavior, and academic performance. The report also includes a section for teachers to add their own notes and comments.
Naviance. We will look at the overall impact of each component of the tracking table and seek to identify areas for increased efficiency, greater sharing of resources and gather consistent feedback from our students and educators on ways to further "move the bar" towards a seamless digital learning environment. Reassessing periodically throughout the project will allow the district to identify and address potential obstacles early on, avoiding lackluster results, growing apathy for change within the instructional staff, and lack of commitment from our students.

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 Mary Ronan, Superintendent Cincinnati City Schools 10/25/2013