

Budget

Cincinnati State STEM Academy (013240) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (474)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	91,780.00	480,810.00	0.00	0.00	572,590.00
Support Services		0.00	0.00	18,000.00	0.00	0.00	0.00	18,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	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	124,780.00	480,810.00	0.00	0.00	605,590.00
Adjusted Allocation								0.00
Remaining								-605,590.00

Application

Cincinnati State STEM Academy (013240) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (474)

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: Dual Credit Meets STEM

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.

Cincinnati State STEM Academy will meet its goal of improving student achievement by implementing a comprehensive STEM curriculum, by equipping students and teachers with the tools they need to be successful and by developing a public relations strategy to attract business resources. As a result, students will earn dual credit toward college, helping them decrease costs associated with their educations. The program encourages student engagement and prepares students for college and the pursuit of a career in the STEM disciplines.

230 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Stephanie Morton

Organizational name of lead applicant: Cincinnati State STEM Academy

Unique Identifier (IRN/Fed Tax ID): 013240

Address of lead applicant: 3520 Central Parkway, Cincinnati, OH 45223-2690

Phone Number of lead applicant: 513.569.1820

Email Address of lead applicant: stephanie.morton@cssa-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.

Contact: Dr. O'dell Owens Cincinnati State Technical and Community College Tax ID: ██████████ 3520 Central Parkway, Cincinnati, OH 45223-2690 Phone: 513.569.1500 Email: odell.owens@cincinnati-state.edu

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 team responsible for implementing the project is the Cincinnati State STEM Academy (CSSA) superintendent, the principal and the treasurer. These people will acquire and evaluate quotes for equipment; assess, evaluate and purchase the curriculum; and work with Cincinnati State Technical and Community College (CSTCC) and the curriculum provider to design relevant professional development sessions for the STEM Academy faculty. These personnel will interview and select marketing professionals to develop print materials, a web site and social media that will reach and attract prospective students who meet the academy's academic standards. In addition to professional development sessions, CSTCC will also provide information technology services, including hardware and software installation and troubleshooting. Its personnel will provide technical support for the academy's faculty and staff. Both organizations will participate in project evaluation, meeting quarterly to review challenges and successes while sharing lessons learned. As a result of these meetings, both organizations will implement any needed changes to processes and address any problems that arise. Dr. Stephanie Morton is the CSSA superintendent. She was the Principal of Jacob Center Middle School which housed a Paideia, Cincinnati Academy of Math and Science (CAMAS) and a Montessori Program. As an instructional leader, Dr. Morton was recruited to lead Western Hills University High School which merged with Western Hills Engineering High School to form a school focused on college preparation and engineering. She added middle school to the campus, increasing the student population from 800 to 1300 students. Western Hills University High School moved from Continuous Improvement to Effective under Dr. Morton's leadership. Dr. Morton introduced innovative ways to expose students to technology. She managed more than 50 community partnerships and improved student achievement by helping students overcome social, emotional and academic barriers. Ms. Yzvetta Macon is the principal and curriculum director of the CSSA. She is the instructional leader of the STEM Academy. Ms. Macon has recruited and hired 8 teachers who meet the highly qualified teacher requirements of the Ohio Department of Education. Each are certified in one or more STEM disciplines. As the curriculum director, Ms. Macon scrutinized several STEM aligned curricula and with collaborative and strategic process made the choice of the GRADPoint curriculum. Ms. Macon is a certified school turnaround specialist and has successfully turned around two schools. Ms. Macon has a track record of improving student achievement and is a 26-year educational veteran

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.

Cincinnati State STEM Academy (CSSA) is the only community high school in Ohio located on a college campus. The academy opened in 2012 as an alternative school for credit recovery. The board decided to convert the school to a STEM Academy in the 2013 academic year. There is a cohort of students working to graduate who are using a blended curriculum. Of the 149 students, 79 are from the Cincinnati Public Schools. Others represent districts throughout Cincinnati. The student body comprises African-Americans ((72%), Whites (22%), Mixed Race (5%), Hispanic (1%) and Asians (<1%). Males and females are evenly represented and 76% of students are disadvantaged. The administration is developing a STEM Academy for students able to earn dual credit at Cincinnati State Technical & Community College (CSTCC). To attract these students, CSSA needs a comprehensive marketing plan and public relations strategy. This strategy will also help the school build relationships with Cincinnati's manufacturing, high-tech and engineering companies that may result in additional resources, and in volunteers, mentors and tutors. STEM subjects interest many students in high school but they frequently do not complete those majors in college. Research ties this to a lack of STEM resources, such as inadequate laboratories, lack of access to current technologies, and few STEM-degreed educators with experience in science, engineering, mathematics and technology. There are also few mentors to encourage students in STEM disciplines and to help them develop study habits that result in academic and career success. Low income students are at a disadvantage. Those living in poverty and dysfunctional families are likely to have poor vocabulary skills, making it difficult to understand

information, communicate ideas, and to interact with adults. For these students, STEM subjects can be a key to academic success, since they have their own vocabularies and rules that are expressed in numbers, equations or processes, accessible by study and persistence. Studies about female underrepresentation in the sciences indicate that women are attracted to fields in which they can improve the lives of others. The sciences affect both individuals and our world. This aspect of STEM should be emphasized with female students, as it attracts them to the sciences and motivates them as they pursue careers. Many studies show that females outscore their male peers in math and science until middle and high school when peers and society pressure females to turn away from science. At this point, relationships with successful STEM-career women are key. Using Straight A Funds, the academy will address five problems affecting academic success. First, CSSA lacks hardware and software for computer and chemistry laboratories. Second, the school does not have a comprehensive STEM curriculum. Third, the faculty wants to increase its ability to integrate technology into the classroom. Fourth, CSSA lacks the technical expertise to install, support and maintain computer hardware and software. Finally, the academy needs a public relations campaign that attracts academically-qualified students and business resources. CSSA will meet the goal of improved student achievement by providing students with the resources they need to participate in dual credit college-level classes. First, purchase hardware, software and equipment for a computer lab, classrooms, and a chemistry lab. Second, acquire and implement a school-wide STEM curriculum, the GRADPoint program by Pearson. Third, work with CSTCC and with the University of Cincinnati to design STEM-centered professional development opportunities. Fourth, contract with CSTCC or other providers for technical assistance installing, supporting and maintaining computer hardware and software. Fifth, identify a public relations partner that will develop and implement a media strategy to attract qualified students and business resources.

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.

The goal of this project is to increase student achievement. CSSA will achieve this goal by meeting the following objectives. 1. Improve teachers' abilities to fully integrate technology into all aspects of the students' learning environments. 2. Provide teachers and students with a rigorous and comprehensive STEM curriculum that lead to dual credit at both CSSA and at CSTCC. 3. Provide students with the tools they need inside and outside the classroom to achieve academic success and to learn about using technology throughout their day. 4. Maintain, upgrade and troubleshoot all problems related to using the acquired technologies. 5. Increase awareness of the CSSA to attract STEM-oriented academically-able students. Using this strategy to improve teachers' skills and to implement a STEM curriculum will result in students whose improved academic achievement lets them rise to the challenges of both college and high school. Students are enrolled in a STEM program that integrates the four disciplines of science, technology, engineering and mathematics within the high school curriculum. Research shows, students are most successful when academic courses are delivered in an integrated model versus in isolated subjects. CSSA's vision is to connect students to highly technical learning environments based on real life experiences. Pearson's GradPoint curriculum will meet student needs in the following ways: it is aligned to the Common Core State Standards and it will be implemented into their daily high school lessons and courses which meet state requirements for general education, advanced placement and credit recovery. The general high school courses of GRADPoint allow students on grade level to engage in rigorous challenging lessons and lead the students to earn the required high school credits to obtain their diploma. The curriculum is delivered in an online format which students access with electronic devices. Teachers will assign lessons and include a project that connects students learning to real life experience. The Advance Placement (AP) courses engage high performing students who need enrichment and rigorous courses to develop critical thinking and problem solving skills using the connected research based projects. The GRADPoint curriculum also offers a credit recovery program for students who need to repeat required high school courses and master skills in which they had deficiencies. The credit recovery program equips students by strengthening their academic foundations to meet the standards required to earn high school graduation credits. Pearson's GRADPoint curriculum is the best choice for CSSA's diverse students, using innovative online courses, project based real life learning experiences and STEM course offerings that meet the needs of all performance levels. This curriculum prepares the students to successfully master course work, increases the level of engagement, and equips students with both foundational and advanced knowledge to be proficient and to excel on the state mandated assessment (OGT). GRADPoint is a research based curriculum which increases the graduation rate by promoting high levels of academic mastery, encouraging high levels of student engagement and preparing students for college and the pursuit of a career in the STEM disciplines. Most students' families have low incomes and in many cases, they are the first in their families that have an opportunity to attend college. Having the academy on the CSTCC campus makes the transition to college easier for students and offers them a way to earn credit toward a college degree. They also have the opportunity to develop networks and relationships that support their college career. These relationships can increase retention rates of these students, making them more likely to become college graduates. As they persist in their courses of study, students develop the skills, knowledge and determination to succeed in their chosen careers.

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.

Financial Impact Template is attached.

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

605,590.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The overall project budget of \$605,590 is comprised of \$124,780 in purchased services and \$480,810 of supplies and materials. The largest purchased services expenditure is for tutoring services for STEM Academy students during the last six months of FY14 in the amount of \$66,780. This will be a one-time purchase and the rationale for how it will be sustained is included in the financial assumptions section of the Financial Impact Template. We also plan to spend \$25,000 on a STEM student enrichment program; \$15,000 on professional development for staff and \$18,000 on marketing expenses to help promote and sustain the Academy. Again, this is further detailed in the Financial Impact Template. In the Supplies and Materials category, the largest purchase is a five year purchase of Pearson GRADPoint software licenses and maintenance. The rationale for this purchase and how it will be sustained is further detailed in the financial assumptions section of the Financial Impact Template. Also included in Purchased Services is The STEM Academy also plans to use the Straight A Grant funds to open up two new technology labs and a new physics as well as Chemistry/Biology Lab. The total cost for the technology equipment and software is \$170,920. All equipment, licenses and maintenance agreements will be purchased up front for five years with the Straight A Grant Funds.

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.

0.00 * 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.

As we detail in the financial assumptions section of the Financial Impact Template (Report) we do not project any new or recurring costs as a result of the expenditure of Straight A Grant funds in FY14. We will rely on other federal funds as well as seeking private grants, to help support tutoring and other professional development expenses over the next five years.

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

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

While we do not project any new or recurring costs as a result of the expenditure of Straight A Grant funds this year, we also do not expect any savings. The STEM Academy already operates on a low-cost and efficient budget.

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 will be self-sustaining as student enrollment increases and as leadership effectively manages the budget, expands academy resources, and manages and develops strategic relationships. The board and administration expects to add 70 students each year until enrollment reaches 230 students. Expenses for the acquisition of equipment, software and curriculum are non-recurring. The academy has been operating as a STEM academy only one year so this equipment will become the foundation of its computer and chemistry laboratories. As the academy increases enrollment, its budget will rise to support costs associated with adding, maintaining and replacing equipment.

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): 10/20/2013

* Narrative explanation

By 12/20/2013, all stakeholders will have input in the planning phase. The administrative staff, two students, two parents, and CSTCC representatives will meet every two weeks to work on our plan. We will make a schedule of development planning sessions that will focus on identifying the online research base STEM curriculum that is aligned to the CCSS. Stakeholders will work strategically to research, identify and present STEM connected support software programs, and innovative state of the art technology equipment which will provide our students with instructional and learning

supports so they will be poised to compete in the 21st century global world. The planning committee will work in a collaborative model which sets the tone and expectations that the goal is to design a plan that result in our students to excelling and performing an advanced academic level. We will implement our plan in January 2014.

Implement (MM/DD/YYYY): 01/06/2014

* Narrative explanation

All stakeholders will start the new year off ready to do their parts. As soon as we are issued our funds by the state we will spring into action. Our budgets will be closely monitored by our treasurer as orders are placed. We will start implementing the plan as the resources arrive. We will move forward with our professional development and training of staff to prepare our teachers to be competent in their instructional delivery. To provide support to teachers, administrators will conduct data professional learning community (PLC) meetings to analyze data, share effective instructional strategies, discuss assessment results, develop lesson plans and create intervention/enrichment action plans as a result of the benchmark assessments. Administrators will conduct classroom walk through and learning walks to monitor the teaching and learning in the classroom. Administrators will provide immediate meaningful feedback to teachers to strengthen teaching strategies. Teachers will participate in technology training to develop a comfort and proficiency of operating the technology to deliver integrated technology instruction. Academically eligible STEM students will be enrolled in the dual credit college classes beginning January 2014, the beginning of second semester scheduled for Cincinnati State and the STEM Academy. STEM instructors and Cincinnati State college professors will collaboratively plan and design lessons to provide challenging and rigorous college level learning opportunities connected to real life experiences. Students will earn college and high school credit to begin working toward a certificate, licensure or Associate Degree in a STEM career discipline. The only barrier is the timely release of funds to place and receive orders for the needed resources.

Summative evaluation (MM/DD/YYYY): 05/05/2014

* Narrative explanation

Through the end of the school year, the planning team will review and analyze our data to determine whether the year-end academic goals have been met, as reflected on the OGT summative assessments. We will evaluate the effectiveness of the GRADPoint curriculum using the summative assessments (OGT) as the primary measuring tool along with feedback from teachers and students to determine the quality and rigor of the curriculum. As we plan moving forward we will revise, regroup and plan for the upcoming year.

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

Changes to instruction include the implementation of the purchased STEM curriculum for all students. Integrating technology into the classroom will require instructors to learn, practice and implement new skills, different teaching approaches and implement new ways to collect and analyze students' performance data. Teachers will need to learn how to use these data to inform changes in their teaching styles and how they work with students to increase their achievement, not just on standardized tests, but in their daily coursework. Cincinnati State STEM Academy's new Dual Enrollment Program allows students to earn college credit while still attending high school on the college campus. Students schedule high school and college classes during the school day while experiencing college. Eligibility requires a passing grade on the Compass Test. Adjunct professors at CSTCC will teach these dual credit courses. Courses taken by CSSA students are transferable to Cincinnati State and to four year colleges and universities. Six courses are dual credit: Introduction to English, College Algebra, Graphic Design, Vocal Ensemble, Engineering and Introduction to Art. Tuition is free for high school students. The organization's practices will change and adapt as the students participate in dual credit college classes. At these higher levels, students will challenge teachers and classmates to use more creativity and critical thinking skills as they participate in and complete classroom work. With this funding, there will be two computer labs with 60 computers and two servers. Students will learn to use computers in both Macintosh and PC configurations. The computers will have the following software: Microsoft Office, Movie Maker/Imovie, Geometer's Sketchpad, Algebrator, Live Math, Inspiration, Working 2D Model, Dynamic Designer Motion, AutoCAD2013, Microsoft Visio and Visual Computer, Lego Mindstorms, Robot3C, Kruicible, Creative Physics and Survival Master.

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.

"In today's globally competitive and technologically driven economy, the jobs available to our country's young people increasingly depend on the quality of the education and skills they acquire," said Brad Smith, Microsoft's general counsel and senior vice president. "If our students are to compete successfully for the jobs of the future, we must better prepare them to be lifelong learners and give them a strong foundation in science, technology, engineering and math." (Microsoft, 2011) U.S. students lag behind their foreign counterparts in STEM despite the importance of these subjects to the country's technology-based economy. The U.S. Department of Education reports, U.S. students rank 17th in science and 25th in mathematics among industrialized nations. (Atlantic Media, 2013) Without training and education in these areas, students cannot access to jobs that will keep the U.S. innovative, secure and competitive. In a national survey by Microsoft, only 20% of STEM college students felt their K-12 education prepared them extremely well for college courses in STEM. Students who felt less prepared for STEM college courses said, offering more STEM courses and having better or more challenging courses would have helped prepare them. Students who felt extremely or very well-prepared cited their challenging college prep courses. (Microsoft, 2011) Although there is significant need for people with STEM backgrounds, colleges report that in some cases, up to 40% of these students change their majors due to dull lecture-heavy courses that present theory and calculations, rather than real-world applications. Some technical institutes and colleges have recently revised their curricula, including interactive project-based learning opportunities that illustrate real-world applications and that provide opportunities for students to practice what they learn. As a result, these innovative institutes, colleges and universities are retaining up to 75% of students in STEM majors. (Drew, 2011) CSSA plans to use a comprehensive curriculum for grades 9-12 that emphasizes project-based learning and real-world applications while employing the latest technology inside and outside the classroom. The proposed curriculum, GRADPoint, uses interactive white boards and student response systems that allow teachers to monitor and assess students' understanding of the subject and to encourage classroom involvement. Research has confirmed that students learn more when they address open-ended questions instead of spending time listening to lectures. (Drew, 2011) This type of learning environment may also be more conducive to attracting and retaining female students, as many pursue STEM subjects with a desire to have an impact on the world. Since CSSA is located on the campus of Cincinnati State Technical and Community College, there are opportunities for students to earn dual credit, allowing them to move at their own pace and to earn degrees more quickly and at much lower cost than traditional students. There are also opportunities for them to build networks and relationships with older students who can informally mentor them and ease their transition from high school to college, resulting in higher rates of college graduation. This is important for both male and female students who may be the first people in their family or from their neighborhood to attend college, since it shows them people can succeed in the academic world. Works Cited Atlantic Media, I. (2013, October 17). The Innovators Who Are Transforming U.S. Education. Retrieved October 23, 2013, from <http://www.theatlantic.com/sponsored/chevron-stem/2013/10/innovators-who-are-transforming-us-education> Drew, C. (2011, November 4). Why Science Majors Change Their Minds (It's Just So Darn Hard). New York, New York, USA. Microsoft. (2011, September 7). Microsoft News Center. Retrieved October 20,

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

Yes

No

22. If so, how?

With adequate planning, schools can move their curriculum from a traditional academic format to STEM education using a blended curriculum that changes with the needs of different student cohorts. As schools integrate STEM education, they will need to add enhanced technology, require attendance in professional development opportunities for staff, recruit professionals who are degreed in science, technology, engineering and mathematics and impart high expectations in students that help them develop the academic skills and work ethic it takes to be successful in these career fields.

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

Student outcomes Short Term 80% of 150 students show increased achievement as seen by their performance on the OGT in the 2014-15 academic year. Long Term 80% of students who earn dual credit at CSSA and CSTCC graduate with an Associate's Degree in less than two years. 75% of students who earn their Associate's Degree continue to a Bachelor's Degree program. 50% of students who enter a Bachelor's Degree program graduate within five years.

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.

Goal # 1 - Improved student achievement by Spring of 2014 Increase OGT reading scores by 3% - 5%. Increase OGT writing scores by 3% - 5%. Increase OGT social studies by 3% - 5%. Increase OGT math by 2%. Increase OGT science by 2%. Benchmark #1: August: week of August 26th - Baseline - Teachers administer content specific formative assessments aligned to Common Core State Standards (CCSS) to derive a baseline academic student achievement level. Benchmark #2: January: week of January 27th - Teachers will administer content specific formative assessments aligned to CCSS to identify student progress from end of August to end of January. Benchmark #3: March: week of March 10th - Teachers will administer the OGT assessments in all contents areas. This will be a summative assessments measure aligned to CCSS. Benchmark #4: May: week of May 12th - Teachers will administer semester exams in each content area. This will be a summative assessment measure aligned with CCSS.

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.

To evaluate the effectiveness of the curriculum, teachers will develop ongoing student learning objectives. Teachers will administer the benchmark assessments and analyze the data assessment results. The Pearson GRADPoint curriculum will be used as a measure to evaluate student mastery and to determine the assessment results. Teachers will provide deliberate instruction using Pearson GRADPoint, and additional instructional software to support students' conceptual understanding of the skills taught by teachers. The additional STEM and CCSS-aligned software that will be used by the STEM teaching staff will include: geometer's sketchpad, algebrator, livemath, working 2D model, dynamic designer motion, AutoCAD2013, and creative Physics. Tutors will address any deficiencies that the formative assessments reveal and teachers will create intervention action plans to address weaknesses and remediation needs.

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.

ACCEPT. Dr. Stephanie Morton, Superintendent of the Cincinnati State STEM Academy - October 25, 2013