Budget

Focus Learning Academy of Southeastern Columbus (142935) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

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

Purpose Code / Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	394,000.00	0.00	4,277,078.00	0.00	4,671,078.00
Governance/Admin	0.00	0.00	21,500.00	0.00	0.00	0.00	21,500.00
Prof Development	0.00	0.00	60,000.00	0.00	0.00	0.00	60,000.00
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	475,500.00	0.00	4,277,078.00	0.00	4,752,578.00
						Adjusted Allocation	0.00
						Remaining	-4,752,578.00

Application

Focus Learning Academy of Southeastern Columbus (142935) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

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:Multimedia 21st Century Literacy College and Career Readiness (MCLCCR)

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.

Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School have joined forces in a consortium to implement a Multimedia 21st Century Literacy College and Career Readiness program that will integrate all dimensions of various learning styles while including our greatest student interest, multi-media/arts by enhancing our needs for Reading and Writing, while boosting our school-wide Literacy endeavors and will fully equip our student with the technologies to not only raise their Reading levels, but to also prepare them technology and academic wise for their greatest interests in Multimedia Arts and ensure they are one step closer to being college and career ready. Focus schools have reviewed many data sets to support our needs and have great support among our Board of Directors, community, staff members and students to raise student achievement and utilize a greater share of classroom resources.

650 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Erin Metzger Scott

Organizational name of lead applicant: Focus Learning Academies and Focus North High School

Unique Identifier (IRN/Fed Tax ID): 142927, 142935, 01529

Address of lead applicant: 4480 Refugee Rd. Suite 201, Columbus, OH 43232

Phone Number of lead applicant: 614-269-0177

Email Address of lead applicant: erin.scott@focuslearn.org

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

First Name, last Name of contact for secondary applicant: Dr. Julie Nelson Slagle

Organizational name of secondary applicant: Focus Learning Academy Southwest

Unique Identifier (IRN/Fed Tax ID): 142927

Address of secondary applicant: 190 Southwood Avenue, Columbus, Ohio 43207

Phone number of secondary applicant: 614-545-2000

Email address of secondary applicant: julie.nelson@focuslearn.org

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.

Focus Learning Academy Southeast IRN: 142935 Focus Learning Academy Southwest IRN: 142927 Focus North High School IRN: 012529

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.

Kathy Williams is the Executive Director of Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School. Kathy graduated from Walsh University in 1979 with a bachelor's degree in Psychology. She worked with Dr. Coletta Musick to form the Focus Learning Academies and Focus North High school in 2006, beginning in June of that year and opening the three schools immediately thereafter. With a lengthy history in a variety of social service agencies targeting the at risk population and with over 10 years in law enforcement, she has been in the education arena for 13 years, having started the educational career path as the Administrator of a charter school. As the Executive Director of the Focus schools, Ms. Williams moves the schools forward by overseeing all operations of the school including but not limited to finance, grant management, employee relations, personnel issues, Board of Director interaction, community relations, facilities management, federal and state compliance and overall student well-being. Erin Metzger Scott is the Project Consultant for all three Focus schools. She received her Bachelor's in PreK-3 Education from The Ohio University in 2004 and her Master's in Business Administration in 2009 from Franklin University. As the Project Consultant for Focus, Erin oversees School Improvement committees, functions, and special projects including The Ohio Improvement Process and Race to the Top committees. These initiatives focus on improving the effectiveness of our teachers and administrators by creating a school atmosphere dedicated to bridging the achievement gap through data-driven decision making, team building exercises, and the implementation of 21st Century Skills and Technologies in the classroom. Erin works continuously to manage and control grant budget execution, resources, schedules, time lines and program evaluation. She serves as a liaison between the individual schools and state to ensure that all requirements are being met and best practices are being used. Dr. Julie Nelson Slagle is the Dean of Student at Focus Learning Academy of Southwest Columbus and has served in this position since 2007. She received her Bachelor's in History and Political Science from The Ohio State University in 2002. She then received her Masters and PhD in Counselor Education from OSU in 2004 and 2008 and is a Licensed School Counselor in the State of Ohio. Dr. Nelson Slagle is in charge of all student academic endeavors, from scheduling and creating individual graduation plans to assist with post-secondary planning. In addition to working with students, she assists the school director with administrative responsibilities and coordinates the Resident Educator program, CCIP, and graduation for all 3 Focus locations. During the summer of 2013, she served as Interim Curriculum Director for eSchool Consultants. Dr. Nelson Slagle also serves as a Lecturer in the Counselor Education Department at The Ohio State University. Wayne Woods is the Marketing, Communications and Multimedia Director for all three Focus Schools. He has been a consultant and entrepreneur in the audio visual field for the past 12 years working in educational and corporate environments. His educational and work experience provides Focus schools with the ability to maintain a stronghold in the rapidly changing educational environment. Wayne forecasts budgetary costs to develop and maintain a successful and efficient program curriculum. He designs, develops and prepares for print Product, Photographic, Graphics Design, Audio Visual production for school, Non-Profit and corporate program publications to include reports, Marketing, newsletters, certificates, commercials, PSA's, logos and electronic slide presentations within an Apple Macintosh OS environment using Adobe Creative Suite, Microsoft Office Suite, iWork Suite, Logic Pro X and Final Cut Pro X. *PLEASE SEE COMPLETE GRANT APPLICATION FOR FURTHER INFORMATION

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
- [ ] 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.

Problem Statement. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School have an enormous need to 1) Improve Literacy skills and 2) Provide a

multimedia program and classroom technologies to meet student needs, interests, learning styles and achievement. Through data analysis and many planning sessions of the Focus consortium grant team, it has been proposed that the grant application include the purchase of advanced technology resources and state of the art media equipment to implement a new Multimedia 21st Century Literacy-College and Career Readiness Program. Focus schools do not currently have the resources to provide multimedia based Literacy technology tools or equipment for various Arts and Communication fields. Our Students. Our Focus schools have been in existence since 2006 serving students ages 16-22 in a drop out recovery and prevention environment. Our students are 88.67% economically disadvantaged and 83.79% academically disadvantaged. We serve a diverse population with a combined 57.50% African American, 28.34% White, 2.01% Hispanic, 2.10% Asian, 9.51% Multi-Racial, and .55% Other Pacific Islander. We serve over fifty ESL students with languages ranging from Somali, Napali, Wolof, Tigrinya, Arabic and French. Our students come to a brick-and-morter school building; however, their curriculum is delivered online. Our classrooms are set up as lab settings and students are given consistent one-on-one direct instruction, group lessons, and intervention/differentiation support for all of their coursework. We are also a self-paced program so students can finish their courses at their own pace, making it easy for them to hold employment outside of school. Being a charter school, we operate on a much lower budget making it difficult to provide up-to-date technology equipment and Literacy tools for our students. Reading Achievement. To further support our needs for this grant, our data shows that our students are reading well below the sixth grade level at a combined percentage of 60%. This percentage is determined through our Diagnostic Online Reading Assessment (DORA) which specifically tests Comprehension, Spelling, Vocabulary, and Word Recognition. Our Ohio Graduation Data shows low passing scores in both Reading and Writing (Southeast: 46% Southwest: 53% Reading; FNHS: 33% Reading). Focus teachers will use this project to further implement the Common Core Standards for Language Arts as well as the 10 Common Core Standards for Literacy. Literacy has been at the heart of all academic goals and strives to make it a school culture. Focus believes that Literacy is the foundation of all success. Technology in the Classroom. In order to support the Reading and Writing needs of our students, Focus is would like to greatly increase the resources for the classroom to provide Kindles, Smartboards in every lab, upgraded computers (combination of Macs and PC's) and equipment, Microsoft Office, updated software, headphones, and speakers. Having updated, state of the art equipment will greatly increase the opportunities for students to access more reading materials with individual Lexile leveled books. Teachers will also be able to more efficiently teach their students as the schools are working on minimal capacity resources. Students currently have minimal access to reading materials that are 1) available in hard copy and 2) at their current reading level ability. Having required readings on a Kindle would make a large impact on how our students learn. Further, having Smartboards in each lab will offer a wealth of instructional Literacy materials for staff to share in every content area within the schools. Our computers often run slowly, making it tough for student to complete their online work at an appropriate pace. *PLEASE SEE ATTACHED GRANT FOR COMPLETE ANSWER

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.

Support and Consortium Partnership. Focus schools are fully supported by the Board of Directors, community, staff and students to implement this grant. We have full capacity to implement a grant of this nature and expect a high success rate. Each of the three schools has adequate space to implement each of technology resources. The multimedia rooms will be housed in each of the schools with each school holding an emphasized location (Production, Graphics Design, etc). All housed in Columbus, Ohio, the Focus students have the ability to travel between the three locations to participate in every program. Focus supplies COTA bus passes to ensure this is possible. Each school will work together to assist in the program execution and ensuring students have the resources they need to be successful. Focus Learning Academy Southeast, Focus Learning Academy of Southwest and Focus North High School will adhere to all the necessary assurances required of grant recipients and will use every resource accumulated in a manner that is conducive with federal guidelines and student achievement. The Ohio Improvement Process. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School participate in the Ohio Improvement Process, but do not currently receive school improvement funds. We are sister schools therefore we implement the same goals together. The aforementioned project proposal is directly aligned with our OIP Plans and Professional Development Plans. The Focus OIP Plans include the following aligned goals: GOAL 1: Full academic year students will increase passage rate on the state Reading and Writing assessment by 10% over previous year. Student Performance Indicator: 75% students will maintain or improve reading and writing skills in all core content areas, as measured through a uniform district wide rubric and other data sources. Action Step: Work collaboratively with all teachers to implement the 10 Common Core Literacy standards in all course assignments. GOAL 3: Increase graduation rates by 10% over the previous year. The Multimedia 21st Century Literacy College and Career Readiness proposed project will advance the improvement plan by increasing the abilities for Focus to greatly increase the resources available to our students; preparing them for state tests, greater course achievement and preparation for interested 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.

N/A

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

4,752,578.00 * 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).

Budget Breakdown: $4,752,578.00 - Staff Support Costs. $354,000.00 - The staff support cost are allocated for a Technology implementation team, and our Career Technical Education staff for initial implementation management and for continuous support of the proposed program. Technology Resources for the Classrooms Total (Kindles, Smartboards, Macs and PC). $2,099,179.00. Multimedia Resources Total (Music, Video, Graphics). $1,713,785.00. Equipment Security Total. $464,114.00 Security resources are necessary for the overall monitoring of the equipment in the building, supporting all learning labs/classrooms within the school buildings. Media Room Alarm (Qty 1 Cost $400); Media Room Alarm Monitoring Service (Qty 5 Cost $1,500) Phones (Qty 30 Cost $5,007); 5 year Phone System Maintenance Agreement (Qty 3 Cost $18,900); Camera System & Door Card System (Qty 3 Cost $425,307); Kensington 64068F Lock (Qty 500 Cost $13,000). Professional Development Total. $60,000.00. With a wide range of new technology products, professional development will be essential for the success of the program. Teachers will need training on what 21st Century skills look like as it relates to instruction, literacy and media arts, and how to effectively teach using technology-based methods resulting in higher student achievement through assessment and engagement. Governance Total. $21,500.00 - Grant team oversight, implementation and evaluation. Purchased Services Total. $40,000.00 - Purchased services for daily technical support, building installment planning, set up and monitoring, grant implementation. *PLEASE SEE ATTACHED COMPLETE GRANT FOR A MORE DETAILED NARRATIVE

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.

Focus schools will be able to sustain the proposed projects, as all of the equipment will be purchased during the duration of the funding distribution and will not incur new/recurring costs after the grant is expired. The implementation staff will be hired and trained to purchase, inventory, set up and execute the equipment. Professional development will be given to all staff member at the time of implementation. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School each have a contractual agreement with eSchool Consultants, LLC, who serves as the schools' management company. All technical services and support are provided by them; therefore Focus schools will not be required to maintain costs for equipment update cycles and maintenance. The equipment maintenance and support will be absorbed through the contract agreement with the management company and will not be at the further expense of the schools. All remaining proposed staffing costs and grant management costs will be absorbed through Focus schools general foundation funds as they will become a permanent employee of the schools to maintain the sustainability of the program. Finally, Governance costs will not be needed after the first year implementation of the grant.

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

23,150.00 * 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.)

Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School expects this project to have a large savings of multiple areas over the next several years. Reading Materials. First, Focus schools are currently providing all hard copy novels in all courses resulting in nearly $5,000 of loss each school year. By switching over to Kindles, we have not only expanded our amount of reading materials, but we are also guaranteeing a Lexile level match for our students. This provides an enormous value for our students and schools. Time. At Focus, it is imperative that our students and staff be equipped with computers that are high speed and current so they can finish their work in a timely manner. Having cutting edge technology also allows for our staff members to have online meetings, allowing for more flexible team time, thus cutting down on travel and mileage costs for Focus. Every year the three Focus schools spend roughly $10,650 in mileage costs. With this new grant, mileage costs will be greatly reduced. Computer Repair/Maintenance Costs. Because Focus has older equipment, the three schools are spending approximately $7,500.00 in repair costs each year to keep the labs running at a minimum pace. Having new equipment will nearly eliminate the majority of all repair and/or replacement costs for the schools. Total estimated annual savings: $23,150.00

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

This proposal seeks funding at the amount projected for initial cost to purchase staffing needs for implementation, technology for the classroom, multimedia for the classroom, professional development, governance, with an understanding that successful operation sets the stage for a sustainable program. The Focus schools believe this program will be successful as we will meet many students' needs and interests. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will be able to fully sustain this grant with the amount awarded. Staff Costs. After the grant, the schools will absorb staff costs though foundation funds and our management company. Equipment Maintenance and Monitoring. The management company will absorb maintenance agreements and monitoring services. The company's technical services department will continue to oversee all technical applications. Professional Development. Costs will be absorbed though Title PD funds beginning in FY16. Returning staff members will train new staff members during our pre-service week therefore will not incur additional cost. Governance. Since the costs for governance is only for the duration of the grant, this cost will not occur when the grant duration is over. Purchase Services and Management Company. Should there be any cost thereafter the Board of Directors will use school foundation funds or the schools management company will absorb costs through the contract. All three Focus school buildings contain the necessary capacity for implementing a project of this scale. Due to the nature of the project and our contract with a management company, there will not be any new costs after the duration of the grant. Our management company fully employs a Technical Services

Director and Marketing/Communications Director. After the duration of the grant, the aforementioned employees will remain on staff for future training and support needs.

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): 01/01/2014-07/01/2014

* Narrative explanation

Anticipated Barriers: None Stakeholders: Focus consortium grant team, Technical Service implementation team, and students Focus schools will begin the planning phase upon the award notification. Our Project Consultant will lead the team in all kickoff efforts with the assistance of the Technical Services Director, Marketing/Communications Director and grant team members. All equipment in the aforementioned budget will be purchased at the time the funds are received. The Technical Services staff will be hired and trained immediately. They will complete the necessary ordering, inventorying, and set up services. Focus schools will also follow through with all communications on project updates and awareness. The schools will also begin advertising the new additions coming to Focus - including the new technologies, Kindles, Arts and Media equipment, etc. to encourage more students to come to Focus. The grant implementation team will communicate regularly to ensure the project stays on track.

Implement (MM/DD/YYYY): 8/15/2014-5/30/2015

* Narrative explanation

Anticipated Barriers: None Stakeholders: Focus consortium grant team, Technical Service implementation team, all Focus staff and students Focus schools will begin implementing our new program for the 2014-2015 school year. Professional Development will be held for all staff members in mid-August so the resources can begin being used on the first day of school. Students will be provided with COTA bus passes to have accessibility to all school and media equipment.

Summative evaluation (MM/DD/YYYY): 5/30/2015

* Narrative explanation

Anticipated Barriers: None Stakeholders: Focus consortium grant team, Technical Service implementation team, all Focus staff and students Evaluations of the resources and program will be evaluated quarterly throughout the school year, with a final summative evaluation at the end of the school year. Evaluations will be comprised of student and staff surveys, through the use of rubrics, and use of KWL Charts.

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

Staff Impact and Lasting Value. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School intend to empower our staff members by giving them the technology and resources needed to impact student achievement. Throughout the duration of the grant, Focus staff members will further increase their knowledge of best practices, strategies and techniques for research based, proven skills for raising student achievement using multimedia and literacy foundations. So often we find that teachers struggle to meet every students needs individually. With these classroom technologies, staff can better assist students with appropriate reading texts through the Kindles, upgraded equipment, and Smartboard capabilities, the possibilities are endless. The administration commits all students be college and career ready when they graduate from Focus. The team is committed to provide all necessary professional development so that each teacher can feel fully knowledgeable and equipped to use this technology at the highest levels of implementation. Student Impact and Lasting Value. Students will be directly impacted as we will meet every student where they are. Focus will meet every individual student at the reading level, Multimedia interest level, and learning style. This grant will allow students to have a top notch learning facility where they can truly learn to be college and career ready. They can be given the experiences and tools to help them prepare for the next level of life after Focus. Overall, Focus hopes to make a large impact on student achievement by giving students the opportunity to work with advanced technology they never had the opportunity to use. We expect to meet the needs of all students with our various new technologies and highlight their interests in Multimedia as well as their reading Lexile levels. This grant will allow Focus to impact the way a student learns as they view the world as their classrooms and have new opportunities. Rubric based assessments and surveys will be given periodically to evaluate student growth, program effectiveness and overall school impact. The hope of our Focus schools is that these assessments will show additional growth in, state mandated assessments and graduation rates thus improving our overall school improvement goals. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School intend to empower students and give them the confidence for being college and career ready. Taking students to a new facet of education by introducing new experiences is a high priority at our Focus schools and aligns with school improvement and strategic planning goals.

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.

Rationale. The rationale for the proposed project is based purely on our students need to1) increase literacy skills and 2) honing in on their greatest career interests all while preparing our students to be college and career ready when they graduate from Focus. Highlighting literacy through the use of multimedia technologies will allow Focus to work with every student individually whether they are EC, ESL, or at Grade level. Supporting Research for Student Achievement and Utilization of a Great Share of Resources in the Classroom. Our grant proposal is fully supported by research, even suggesting that multimedia "environments are designed to address six critical student needs that must be met if students' literacy development is to be accelerated. These needs are: (1) intrinsically motivating activities; (2) emphasis on higher-order learning; (3) technology-based scaffolds for learning; (4) cognitive scaffolds for learning; (5) professional development and support for teaching at-risk students; and (6) effective connections to home and the community." (Cognition and Technology Group at Vanderbilt University (1994). Further, it is important for Focus to grow with the future of digital literacy and multimedia. According to a Kaiser Family Foundation study, kids in the United States ages 8-18 spend an average of six hours or more using media each day, it becomes that much more urgent for educators to become fluent in digital literacy" (Tannenbaum, Barbara. At-Risk Students Make Multimedia, 2009). Research is thoroughly weaved into all facets of our Focus schools. Our schools have participated in numerous professional development opportunities on Common Core literacy which is built on a framework from Fisher and Frey (2012); Schultz and Hull (2008) and Irvin (2006). Each of these theorists has studied adolescent literacy and high school content reading. Fisher and Frey's work has provided us with critical literacy frameworks to build comprehension and foster deeper reading with complex texts; Schultz and Hull's work provides us with support for helping our teachers connect student's home, interests and school literacies; and Irvin's work helps us draw on research to motivate and engage high school struggling readers. These experts have helped us connect components of the Common Core to literacy in general as we work win our students. Our work in formative assessment is guided by Rock Stiggins and the Assessment Institute. This work has helped our teachers make data-driven decisions as they work to make instructional and assessment decisions with our students. We use a variety of mixed method frameworks to inform our research base and work with our administrators and teachers, including: teacher surveys; DORA (Diagnostic Online Reading Assessment) testing data; principal walk-throughs; professional observations; and state achievement tests and multiple measures of student growth.

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

☑ Yes ☐ No

22. If so, how?

Focus schools believe this project can be implemented in a school district given the level of student interest and mid-low literacy skills. Currently, Focus students do not have a multimedia outlet for the careers they have the most interest in and have little accessibility to online, Lexile leveled readers. This project can be appealing to any school district that has any student interested in multimedia, which giving the school an opportunity to provide students with the literacy equipment to help them become college and career ready in a comprehensive format. Focus schools will build this model program to show that schools can meet every student where they are in both career interest and literacy ability.

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

First and foremost, it is the absolute priority that our students leave us as literate as possible so they may have a successful future. Within our Focus schools, we have been able to demonstrate small literacy gains in the past and present, and believe we have the ability to take it to enormous heights. Our current shortcomings lie in the technology to advance our student to be prepared and literate for the 21st Century. Focus believes it is imperative to provide high quality college and career readiness skills for our students. It is our goals to provide the kind of education to our students that they will feel completely prepared to enter college or the workforce. If we could provide students with multiple opportunities to learn to use various forms of technology and literacy skills, then students will be able to carry those skills with them whatever path they choose. It is our hope that these foundational skills will remove barriers for students that are lacking literacy and technology skills, thus preventing the need to take remedial courses in college.

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.

Short-term Objectives. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will strive to meet the following short-term goals during the first year of the grant implementation. Quantitative. 1) 100% of teachers will receive professional development in 21st Century multimedia literacy and 2) 100% of teachers will create a foundation for literacy resources by providing students with Lexile leveled, digital reading materials and classroom technologies. Qualitative. 1) Increase in student engagement and participation in class and 2) Provide students with a literacy rich school culture through technology and multimedia. Long-term Objectives. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will strive to meet the following long-term goals during and after grant implementation. Quantitative 1) Increased passage rates on the state mandated reading and writing assessments 2) Increase in student rubric scores in core courses and multimedia opportunities. Qualitative. 1) Complete student portfolios 2) Large participation with the multimedia programing in Music, Video and Graphics. Measurement Periods. Because

Focus is s self-paced schools, teachers are collecting data at different points in courses every day. Courses are individually tailored based on student need; therefore we keep them moving forward in the course by providing individual instruction. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will continue to collaborate through our teacher based teams (TBT's) and district leadership team (DLT) where data will be analyzed through quarterly check points. This data will look different for each student due to our self-paced nature; however teachers will still be able to look for trends in student growth. Focus schools use the Ohio 5 Step Process to look for trends, discuss best practices and make instructional changes. Focus will continue to focus on the use of rubrics for a clear measurement of student progress. Anticipated Success Points. Given the nature of the implementation of the grant, Focus anticipates a large interest in the technology and multimedia that will be integrated in their classes. Even though we will begin collecting data immediately, Focus believes will begin to show a success point within the first six months of implementation.

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.

Evaluative Measures. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will collect and look for evidence on how teachers are implementing new technologies in the classroom, observation notes and evaluations. This information will be used to see first, how teachers are implementing new strategies and second, how our use of differentiation, rubrics, formative and summative assessments, intervention strategies, and data analysis is impacting our OGT scores, increase in Literacy achievement as well as mastery of curriculum by our students. We want to create a culture where students use academic portfolios to highlight their individual accomplishments and can be part of a self-assessment process. The use of student portfolios will have a positive cultural change within our school as it will showcase individual success, therefore celebrating school successes. Finally, the idea of creating a cultural of multiple measures of student growth is truly a fundamental way that we will be able to demonstrate organizational change.

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. - Erin Metzger Scott, Project Consultant, Focus Learnign Academies and Focus North High School. 10/23/2013