

Budget

Graham School, The (133421) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (233)

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		31,500.00	4,900.00	68,000.00	177,381.00	310,000.00	0.00	591,781.00
Support Services		26,000.00	4,000.00	211,000.00	0.00	57,070.00	0.00	298,070.00
Governance/Admin		0.00	0.00	203,000.00	0.00	0.00	0.00	203,000.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	349,482.00	0.00	115,000.00	0.00	464,482.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		57,500.00	8,900.00	856,482.00	177,381.00	482,070.00	0.00	1,582,333.00
Adjusted Allocation								0.00
Remaining								-1,582,333.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Closing Critical Gaps: Improving Student Achievement in Science and Technology

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.

The TGFS innovative project targets four critical transition hot spots for student achievement in Science and Technology - 3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary. A collaborative team of teachers, across grade levels and schools, will meet regularly to fashion cross disciplinary learning expeditions (that are aligned to the common core for these Hot Spot grade levels) and assess student performance to aid them in adopting new habits of scholarship and improving achievement levels. In order to improve student achievement in Science and Technology we will furnish four science labs and deploy 1:1 computer: student relationship and appropriate infrastructure support.

980 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Evan Rulong

Organizational name of lead applicant: The Graham School

Unique Identifier (IRN/Fed Tax ID): 133421

Address of lead applicant: 3950 Indianola Avenue, Columbus, OH 43214

Phone Number of lead applicant: 614-262-1111

Email Address of lead applicant: djwaddison@gmail.com

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

First Name, last Name of contact for secondary applicant: Edmund Ingman

Organizational name of secondary applicant: The Charles School at Ohio Dominican University

Unique Identifier (IRN/Fed Tax ID): 007999

Address of secondary applicant: 1270 Brentnell Ave.

Phone number of secondary applicant: 614-258-8588

Email address of secondary applicant: ingman.1@thecharlesschool.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.

James Kutnow; Graham Expeditionary Middle School, 011972, 140 E. 16th Ave., 614-253-4000, kutnow.1@gemsschool.org; Julia Handelman, Graham Primary School, 013030, 140 E. 16th Ave., 614-253-4001, handelman.1@grahamprimary.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.

[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.

Greg Brown, Executive Dean of Academics and Administration and Eileen Meers, PhD, Superintendent, Executive Dean of Students together have opened four public charter schools since 2000. They have planned and implemented innovative schools, sought and administered grants, managed personnel, budgeting, enrollment, data collection, analysis, and evaluation. Along with Thom McCain, PhD, Director of Operations, Deborah Addison, Director of Advancement, and Cheryl Long, Business Administrator, Mr. Brown and Dr. Meers have sought, received, administered, evaluated, and reported on grants including: Walton Family Foundation planning and implementation grants for The Charles School at Ohio Dominican University (TCS), Graham Expeditionary Middle School (GEMS), Graham Primary School (GPS); Federal and State Charter School Program planning and implementation grants for TCS, GEMS, GPS; State Charter School Program Dissemination grant for TGS; Federal Safe and Drug Free Program grants for TGS, TCS, GEMS; State Race to the Top Grants for TGS, TCS, GEMS; and private foundation grants for TGS and TCS. The current school Deans, Evan Rulong, TGS; Edmund Ingman, TCS; James Kutnow, GEMS; Julia Handelman, GPS, all have experience with the above grants. Mr. Rulong and TGS staff have partnered with each successive school as they have opened and through the schools experiential program works with hundreds of community partners each year. Mr. Ingman and TCS staff have ongoing partnerships with Ohio Dominican University, Middle College National Consortium and the Ohio Early College High School Consortium in addition to multiple community partnerships with local churches, schools, and nonprofit organizations for school recruitment/enrollment activities and expeditions. Mr. Kutnow and GEMS staff have a significant ongoing partnership with Expeditionary Learning, have developed partnerships with numerous programs at The Ohio State University that bring college students into the building and provide campus opportunities, and with multiple community organizations for expeditions. Ms. Handelman and GPS also have a significant ongoing partnership with Expeditionary Learning, and have developed partnerships with The Ohio State University and community organizations such as the Audubon Center. Jeff Gruenwald, Technology Manger has implemented many technology plans including those associated with federal and state grants, (GEMS and GPS). He was thoroughly consulted concerning the feasibility of our plans. Scott McMullen, Educational Data Analyst, is a former high school math teacher and high school Principle with experience implementing TCS grant projects. He has been on staff since 2000 and will be the point person at each school for all data collection, analysis, and reporting. Service Providers: Theresa A. Holleran, Ph.D., Vice President for Academic Affairs, Ohio Dominican University; D'Arcy John Oaks, Ph.D., Associate Director, Office of Student Life, The Ohio State University; Keeley J. Pratt, Ph.D., IMFT, Assistant Professor, Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs, College of Education & Human Ecology, The Ohio State University; Connie Boehm, Director, Student Wellness, Office of Student Life, The Ohio State University; All university professionals with extensive experience in their respective fields and with working with grant funding.

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.

Project Goals for improving student performance: Create collaborative communication structures for treating student achievement Gaps in Science and Technology at transition hot spots; Employ experiential, hands-on pedagogy; Develop and furnish four science labs; Deploy 1:1 computer: student relationship and appropriate infrastructure support; Integrate multiple resources and perspectives to support student achievement in science and technology. The TGFS innovative project targets four critical transition hot spots for student achievement in Science and Technology - 3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary. A collaborative team of teachers, across grade levels and schools, will meet regularly to assess student performance in science and technology helping them to adopt

new habits of scholarship and align the curricula for the Hot Spot transitions. Expeditionary Learning (EL) coaches will facilitate the building of Learning Expeditions that are responsive to the strengths and weaknesses in science and technology student achievement. These are hands-on, problem based, cross disciplinary, research centered teaching/learning events that are aligned to appropriate common core learning outcomes. The Teacher Team and Steering Committee will work with multiple strategies and service providers in order to close the gaps in science and technology achievement. Assessment and strategic communication strategies are critical to the project's success. Why Transition Hot Spots? Successful student transitions to middle grades, high school and college are critical to achievement at the next level and ultimately to high school graduation and beyond. The research evidence shows that intentional transition strategies impacted reducing dropouts, enhancing academic performance, alleviating student and family stress, and increasing high school graduation rates (Williams, Kirst, Haeter et al 2010). Of particular interest to our project is that the most effective methods for addressing these difficult transitional periods, requires multiple strategies. Why Science? The study of physical science, biology, chemistry and physics are important elements of the common core. Science has been singled out for improvement at TGFS because at its core, science is a structured experiential form of critical thinking. Science methods require collaboration, learning scientific language, understanding the context of problems and solving them. Understanding and employing the vocabulary and methods of science are foundational to student achievement. Why Technology? Among the most ubiquitous tools for communication, collaboration, learning, entertainment, and the workplace are digital devices. These tools allow students, teachers, parents, and the community to be connected in ways unimaginable in the past. Preparing students to use and understand these tools is expected of society. The transparent use of digital technology in schools is currently required for the management of school operations, finances and student assessment. Technology is an essential classroom tool as well. We need digital technology to be a predictable part of our teaching and learning. The research is clear that multiple approaches and personnel are needed to improve student achievement in difficult transition years. Significantly improved resources and infrastructure for teaching and learning Science and Technology are required. These include renovations to classrooms to make them science labs including power, water, ventilation, technology and lab equipment. TGFS currently has no science labs. We will equip all students with tablet computers and provide the appropriate network infrastructure to support 1:1 computing for students and teachers at all schools as well as a secure network structure across the schools. We will create a Student Technology Geek Squad to provide level one support for devices, the network of each school, trained teachers, and three IT personnel

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.

TGFS all provide an experiential learning focus with a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. The schools foster student ownership and responsibility for their education that prepares them to be successful in college, and the workplace. The science and technology teachers in 3rd/4th grades, 5th/6th grades, 8th/9th grades, 11th/college will form a special team to align curriculum and work collaboratively to close gaps. As a group all grade level teachers will loop through the entire curriculum to identify strengths and weakness. This collaborative recursive planning and evaluation by teachers, counselors and administrators will: propose solutions, track curricular progress, trade classrooms, monitor successes and failures, fine tune lessons, identify students in need of specific interventions, learning expedition planning, etc. Communication between teachers in various grade levels will focus instantiating building blocks for learning science across the curriculum and advise one another on ways and means to accomplish increasing student achievement. School level Teacher meetings and workshops occur daily in each school (whole staff, data teams, grade level teams, content area teams). This ensures that every teacher is involved in the heightened focus on the transition hot spots for science and technology. TGFS consortium will extend our affiliation with the school design group Expeditionary Learning (EL). Both GEMS and GPS are EL affiliated schools. Expeditions make content standards come alive for students involving them in their original research, critical thinking, and problem solving, and building character along with academic skills. Expeditions will focus on building competencies in science and technology that are aligned to core standards. EL will provide our school leaders and teachers with professional development, curriculum planning resources, and new school structures to boost student engagement, character development, and achievement in science and technology. Three IT professionals service the technology and will support the elaboration of the Student Technology Geek Squad to assure technology support is excellent and available. A 1:1 student relationship with digital tools will allow us to implement innovative structured curricula in science and technology. Student benchmarks/Gateways are a visible and concrete way for students to track their progress. A series of Technology benchmarks/Gateways across the curriculum will maintain evidence of students' progress in electronic portfolios. We will build a Hot Spot Learning Portal to provide access to materials and provide electronic communication tools that support the work. Multiple Strategies for improving student achievement include: 1) Student Engaged Assessment - an EL core practice that includes student understanding and reflection; 2) Having Healthy Minds and Bodies, a) Neurobiology and Mindfulness (TGS curriculum, TGFS Counselors provide instruction in brain function and its relationship to student emotional and cognitive behaviors), b) Healthy Community resources - OSU Student Wellness Center provides tutors, assessments, mini courses, and convenient access to Wellness Center for students, families, communities near GEMS and GPS). 3) Unique focus on African American Males, a) "From Boys to Men" provides mentoring tied to the needs of our African American student populations, b) Ohio State University The Todd A. Bell National Resource Center on the African American Male will provide mentors; 4) Student Technology Geek Squad will provide peer to peer mentoring on technology and level one tech support. Strategic communication within and between each school and to the larger community will be facilitated by Battelle for Kids. Multiple measures and methods for assessing student progress and achievement will be employed.

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?

1,582,333.00 * 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).

This grant will infuse the four schools with much needed science labs, equipment, supplies, and technology tools that have not to date been available or have been unreliable; significant teacher training in science teaching, learning and benchmarks as well as integration of technology tools into the classroom; Technology training will also include basic systems operations. The grant will provide structure, process, instruments, samples and training enabling teachers, IT staff, and our Education Data Analyst to collect, monitor, interpret and use data more effectively; a wellness thread throughout our science curriculum; the foundation for a mentoring program specifically focused on African American males; a "map" for using classroom technology to improve teaching and learning for students with special needs; and a communication structure allowing us to better engage our families and community. These additions will considerably improve the environment for teaching and learning in our schools but will not incur significant additional costs. Our current staffs are poised to learn new methods, collaborate, communicate and enrich their classroom work with a variety of new tools and knowledge. TGS Salaries and Benefits - Special Ed science and tech differentiation, \$31,500 + \$4900 - a short term employee will establish benchmarks of educational/classroom differentiation and train teachers on best uses of technology tools with special education students. Purchased Services - The renovation of Building C into a science and technology center, \$225,000, will allow significantly improved science instruction in a laboratory setting. Funds have been pledged/raised to cover overruns and finishing (\$100,000 from a private foundation and an individual). Tech security plan, \$5,000 completed in grant period and maintained by current staff. Professional Development EL + tech, June, \$15,000 Stipends, \$42,000, teachers will teach new teachers in subsequent years. Battelle for Kids \$6250, Project Evaluation/OSU \$7,500, OSU Wellness \$5,000, Research on wellness curriculum/OSU \$5,000, OSU Bell Center/Boys to Men mentoring \$2,500 will be paid during grant period for baseline data and systems set up for each school to regularly collect and analyze that data. Grant oversight consultants \$15,000 and \$30,000 will oversee renovation projects and purchasing, assisting fiscal officer only during the grant period. At the end of grant period renovations and purchasing will be completed, ongoing project goals will be implemented by current staff. Science Expedition \$7,000 for transportation, one-time event as culmination of extensive training, aspects of expedition will be integrated into traditional experiential work. Re-cabling building \$20,000 will support all of the newly integrated technology supporting speed and access to network services and will reduce break/fix issues. Educational software \$10,000 will be purchased for long term use. Capital Outlay-Furniture/equip \$50,000 (tables, stools, cabinets, closets). Tablets (275) \$62,975, Desktops (10) \$5,000, Laptops (10) \$5,000 for 1-1 technology tools integrated into curriculum and SMART systems (\$15000) and sound system (\$1000) will enhance the science/tech center Wireless access points \$840, Server \$2,400, Web content filter \$2,000, wireless controller unit \$850, High grade network switches \$1,650, DNS caching servers \$1,400, Tech lab misc. \$6,200, ODU display board \$1,500 installed with college information. Supplies-Science Equipment and supplies for two labs \$35,000 (microscopes and chargers, glassware, probe-ware, specimens, tools, chemicals), Apple TV \$100, Cameras (20) \$5,000, Projectors (5) \$5,000, Accelerometers \$2,500 to outfit science and technology labs. Tablet cases \$4,122 for care of tablets.. expedition books \$3,000. These supplies will be reused annually.

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.

83,968.00 * 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.

TCS Lab renovation \$68,805 plumbing for drainage pipes, shower, sinks, eyewash, and gas lines with floor finishing, electric outlets, hookups, painting installing lab tables. finished lab will be used by all science classes on rotation. \$25,000 raised from private foundation for overruns/finishing. PD--EL, 10 days June \$15,000, Stipends \$52,000, teachers trained will train other teachers. Science Expedition \$7,000 for transportation. Future expeditions will occur within confines of current budget. ODU VP for academic affairs one time stipend \$5,000 for participation in EL-PD. Re-cabling building \$15,000. Educational software \$10,000, Grant oversight \$15,000, OSU/mentoring \$2,500, BFK community engagement \$6250, Research on integrated wellness curriculum/OSU \$5,000, OSU wellness \$5,000, project evaluation/OSU \$7,500, Tech security plan \$5,000 Balances \$500 Chemicals \$500 Science lab supplies. Glass ware \$2000, Probe ware \$5,000, specimens \$2,000, microscopes and chargers \$10,000, cameras \$2,400, projectors \$2,000, Tablet cases \$5,996, Science Expedition books \$3,000, Accelerometers \$2,500. Minimal replacements will come from annually budgeted class funds if necessary Tables, Microscope cabinet, chemical cabinet \$35,000 for lab. SMART system for 3 science classrooms \$22,500, Desktops (26) Media lab \$13,000, Laptops (20) teachers \$10,000, Tablets (400) 1-1 students \$91,600. Wireless access points \$1,680, Web content filter \$2,000, server \$2,400 wireless controller unit \$850, High grade network switches \$1,650, DNS caching servers \$1,400, sound system \$1,000, ODU display board \$1500 GEMS Renovation of a classroom into a science lab will improve science teaching -Plumbing for water and gas, electric, stations installation \$55,677. Re-cabling building \$6,000. Fall Science/tech Expedition Transportation \$7,000, one-time event, future expeditions are budgeted annually. Summer Professional Development \$15,000 and stipends \$26,000, maintained with teachers teaching teachers and ongoing partnership with EL in annual budget. Tech security plan \$5,000, BFK \$6,250, Research wellness curriculum/OSU \$5,000, OSU/Boys to Men \$2,500, OSU wellness curriculum \$5,000, OSU evaluations \$7,500, Grant oversight \$15,000 Physics Packages \$2694, Digital Cameras \$7260, Microscopes (26) \$4654, Microscope Chargers (4) \$1553 Beakers \$382, Triple Beam Balances \$432, Weights \$177, Spring Scales \$600, Hot plates \$80, Calculators \$468, probe ware \$5000, safety equipment \$2500, science reference books \$1540, projectors \$5,000, software \$10,000, Tablet cases \$2,798, Expedition books \$3,000, Accelerometers \$2,500 all to supply science lab and curriculum Science tables/stations, stools, cabinets, sinks, counters \$30,000 installed in science classroom. SMART board \$7,500 installed. Tablets (200) \$45,800, desktops \$5,000, laptops \$5,000, 7 charging carts \$4,900 will provide 1-1 technology tools, integrating technology. ODU display board \$1,500, Server \$2,400, Wireless access points \$3,050, wireless controller unit \$850, High grade network switches \$1,650, DNS caching servers \$700, web content filter \$2000, and re-cabling the building \$6000 GPS PD (\$15,000), teacher stipends \$18,000 in June. Teachers trained, relationship with EL is ongoing and in annual budget. Science expedition \$7,000, other expeditions in budget and will be enriched with knowledge gained. Grant consultant \$15,000, BFK \$6,250, OSU wellness research \$5,000, wellness curriculum \$5,000,

OSU research/evaluation \$7,500, and mentoring \$2,500, Tech security plan \$5,000 Supplies for science lab. Expedition books \$3000 Trays, weights, measures, probe-ware, specimens, glassware, books, etc. \$11,000, Cameras 25 \$6250, Projectors 4 \$2,000, software \$10,000, Tablet cases \$375, manipulatives \$1000, accelerometers \$2500 Tablets, desktops, laptops \$14,725. Wireless controller unit \$850, High grade network switches \$1,650, DNS caching servers \$700, Web content filter \$2,000, server \$2,40

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.)

no

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.

Across the school in FY 15 \$83,968 in new costs will occur. These include an IT staff member's salary and benefits, a janitor's increased salary and benefits, and funds available for maintenance of new systems. In FY 16 and beyond the new costs increase to \$157,593 including the FY 15 costs plus additional funds to replace equipment on a rotating schedule allowing us to reasonably afford to maintain the technology tools without needing a large influx of funding. Because of the influx of new technology, supplies and equipment, these will not need to be purchased on the previously budgeted schedule. In addition, consultants budgeted over the last five years will no longer be contracted (both are retiring) with staff members implementing their projects. Cost reductions to pay for the above ongoing costs are primarily taken from meager budget lines that were available for small amounts of the same items. TGS IT Specialist \$26,000 + \$4,000 salary and benefits for 6 months in grant. Ongoing annual salary and benefits will be \$52,000 + \$8000 - position will be ongoing allowing one technology expert to be stationed in each of the three school buildings. (we currently have 2 IT professionals across the four schools in three buildings. This individual will support all technology from an IT perspective as well as work with teachers on integrating technology into curriculum, provide training, and lead student tech teams in each school. Two long time consultants are retiring (\$80,000 in annual contracts) and will not be replaced, freeing funds for this position. Janitorial 20% increase \$6902 + \$1066 starting in FY 15 for maintenance of larger footprint of buildings in use as classrooms Funds from reduction in consultant fees referenced above. \$8000 from consultant non renewed will be budgeted for maintenance of building infrastructure such as electric or HVAC. \$2,000 from the non-renewed consultants will fund maintenance of the technology infrastructure. \$2,000 from the non-renewed consultants will fund supply replacement if necessary. One fourth of technology items (\$22,244) will be replaced annually starting in FY16 from budgeted supplies and materials, an area of reduced need once the science/tech center is operational. Increases in building utilities because of the new building will be covered by Erate. \$15,000 in annual contingency funds are available in case of an emergency. TCS Replacing new technology tools at rate of one fourth annually beginning 2016 (\$28,650) from the capital outlay budget that will not be needed. Infrastructure improvements will support the new technology with maintenance budget (\$2000 annually from capital outlay to PS) Influx of equipment will provide a solid foundation that with a systematic replacement pattern will provide plenty of technology tools to support the initiative of integrated classroom technology. GEMS technology to be replaced beginning in 2016 at one fourth annually from current supplies and materials budget - items being removed are marketing materials and science class supplies. \$2000 maintenance budget for network upgrades if necessary from supplies and materials. GPS Will be replaced at one fourth (\$3681) annually beginning in FY16 taken from capital outlay line. Infrastructure improvements will support the new technology with maintenance budget (\$2,000 annually) coming from capital outlay into purchased services.

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): 01/01/2014-08/30/2014

* Narrative explanation

The proposal process included a planning team that includes the Deans of each consortium school; and individuals who work for all four consortium schools: Executive Dean of Academics and Administration; Superintendent, Executive Dean of Students; Technology Manager; Educational Data Analyst; Director of Advancement; Director of Operations, Business Administrator. The team identified the needs, the plan, and potential team members and met with service providers, including: Theresa A. Holleran, Ph.D., Vice President for Academic Affairs, Ohio Dominican University; D'Arcy John Oaks, Ph.D., Associate Director, Office of Student Life, The Ohio State University; Keeley J. Pratt, Ph.D. Department of Human Sciences: College of Education & Human Ecology, The Ohio State University; Connie Boehm, Director, Student Wellness, Office of Student Life, The Ohio State University; Robert L. Caldwell Jr., Executive Director, AnswerPoverty.org; Julianne Nichols, Battelle for Kids. Meetings were also held with elementary, middle, and high school science teachers in the consortium schools. A significant objective of the grant project is to have intertwined communication and collaboration between stakeholders over the long term. A structure of meetings will include: Steering Committee meeting biweekly beginning to collaboratively lead the project (Greg Brown, TGFS; Evan Rulong, TGS; Ed Ingman, TCS; James Kutnow, GEMS; Julia Handelman, GPS; Debbie Addison, TGFS. Advisors will include: Theresa Holleran, ODU; D'Arcy Oaks, OSU; Keeley Pratt, OSU; Connie Boehm, OSU; Julianne Nichols, Battelle for Kids; Robert Caldwell, AnswerPoverty.org. Planning agenda includes: managing benchmarks and research objectives; regular assessments and data analysis; Science lab renovations and use; Hot Spot transition collaboration; Introduction of wellness initiative into K-14 science curriculum; mentoring program; integration of technology, and engagement of community stakeholders. Contracts with service providers will be finalized in January with plans confirmed and implementation immediate. The Hot Spot Transition Team will meet bi weekly and include science teachers from grades 3,4,5,6,8,9,11,12; school counselors and administrators; and physical science, biology, chemistry, and physics professors from ODU. This group will collaborate and communicate about the building blocks of science education, integration of expeditions and curricular adjustments for transition year students. They will focus on assessments, evaluations, and data, and lead planning for the fall expeditions at each school. All teachers at each school meet each day in a variety of groupings: data teams, grade level teams, subject area teams, and full staff gatherings. The Operations Committee will initially meet weekly, then monthly to lead the implementation of renovation projects (science labs in each school building); technology purchasing and installation; infrastructure upgrades (wiring/cabling) in each building; purchasing of equipment and supplies; contracting services. This committee will focus on fiscal and compliance issues. First priority will be to implement the renovations for science labs. Quotes have been received and contractors are prepared to begin if the grant is awarded. This part of the project will need tight oversight to assure that they are completed and ready for student use in the fall. TGS science labs portion in particular will need strict adherence to time and cost objectives. Additional funding has been raised for TGS, to cover cost overruns or construction delays. Multi step plans have been outlined so that some work may begin immediately on all three renovation projects.

Implement (MM/DD/YYYY): 01/01/2014-06/30/2018

* Narrative explanation

Assessments to be administered twice per year: MAP testing in reading, math and science; Student Engagement Survey; Teacher Climate Survey; Student Evaluation of Teaching Survey; Community Engagement/Participation Survey; and the Wellness Pre-test. All classes use interim assessments and state tests (OGT and OAA) will be administered. Action method research will be used to adjust objectives based on data collected and analyzed. Ten days of Professional Development for all teachers with representatives from ODU will be scheduled 6/2014. This extensive training will include science teaching practices and expeditions; technology integration into the classroom, data analysis and an essential focus on the transition years. Steering committee will meet biweekly to direct plan implementation and provide support and documentation. Hot spot transition team will meet biweekly and implement adjustments in classrooms. This group will lead the science expedition 9/2014 and its evaluation. Lessons learned from this expedition will be integrated into future expeditions, classrooms and other experiential work. All teachers at each school will meet after school each day in their data teams, grade level teams, subject area teams, and full staff gathering. The Operations Committee will meet weekly to assure that science lab renovations proceed on schedule, are operational by September, 2014. Fiscal documentation will be maintained. Compliance measures will be documented. Committee will track technology implementation and effectiveness. Communication/engagement plan developed with Battelle for Kids will be implemented by March. Use of a multi layered communication through multiple methods and promoting a variety of events and activities at the schools, additional stakeholders to be identified. New parents will be introduced to the project each year. Wellness activities will be integrated into science curriculum with the support of the OSU Wellness Center as part of science transitions Hot Spots focus. Effectiveness will be tracked, with research program established. Results provided to stakeholders biannually. OSU Project research team will begin 1/2014. Experienced in research surrounding co-curricular learning and student development, program improvement, the advancement of outcomes based assessment, training, strategic planning, and data-driven decision making, their work will provide critical data collection and analysis enabling educators to constantly review, refine and personalize the program, track activities and objectives, and effectively deliver improved proficiency and outcomes for students. They will train our Data Coordinator in ways and means to continue the work. Mentoring program will develop an enter and exit survey for parents, students and teachers; Identify potential student participants; Develop learning experience options; Identify potential community mentors; Work with students to design learning experiences and to connect students to community mentors; Help students begin journals; establish assessment/measurement; Compile and Review Data from Learning Experience; Develop Program Summary Report each semester. Rewiring of all buildings to support new technology will occur in May and June, 2014. Three IT personnel will oversee this effort and the installation and availability of all technology tools for the beginning of the school year. These employees will train staff, and train and supervise the Geek squads. There will inevitably be some glitches. Trained teachers in technology use as well as its integration into their classrooms (with support of the technology staff and Geek Squads) should enable a smooth transition to the use of dependable technology tools.

Summative evaluation (MM/DD/YYYY): 06/30/2015-06/30/2018

* Narrative explanation

All committees will continue to meet regularly through FY 18. Biannual analysis of progress will occur through evaluation of all assessments and distribution of results to all stakeholders. Tracking of progress will be regularly evaluated, plans reevaluated and adjusted according to results. Benchmarks will be established in each grade in each school to allow for systematic evaluation by stakeholders, and to encourage students to take further responsibility for their learning and achievement. These will be clearly outlined at the beginning of each year, and evaluated at the mid and end of each year. Annual reports and a final report on the success of the project over the five year term will be produced. Measures will include attendance, engagement using twice per year survey, behavior, achievement using state and school based assessments, technology usage by students and teachers using equipment and network usage methods, climate using twice per year survey, PD effectiveness using surveys after each session, effectiveness and achievements of benchmarks analyzing the speed and thoroughness with which these are met, wellness knowledge and achievement, achievement and engagement of African American males, community engagement in multiple aspects of school life, expedition effectiveness for teaching and learning, effectiveness of science teaching and learning at each transitional level, student preparation for each next educational transition, improvement in student success in transition years, college preparedness.

graduation rate. Additionally, OSU Department of Human Science will track, research, and evaluate integrated wellness curriculum via student achievement and student wellness. The success of mentoring program will be tracked with surveys and assessments. Benchmarks will include student engagement, attendance, behavior, and achievement improvements of this group. Effective evaluation of the project will be achieved through multiple measures and evaluations. Each element will be evaluated on its own as well as in concert with overlapping programs within the project. Data will be provided to ODE upon request throughout the project.

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

An effective science curriculum for transition hot spots, aligned to state standards, will be used across TGFS schools. The approach will be consistent with other experiential learning practices at the schools. Most importantly in the short run, laboratory practice will be introduced to students at critical transition hot spots. We expect that student achievement in science and technology evaluations will be given an initial jump-start with this project. The long term adoption and laboratory practices in science and technology will demonstrate an overall improvement of student performance in science and technology assessments. We expect a significant decrease in the number of students at risk for failure in science and technology at the transition hot spots. Further we expect an increase in the number of students who excel in science and technology will be evident. Ubiquitous and reliable technology tools will allow teachers and students to think in new ways about their teaching and learning. We expect that in the short term there will be confusion and multiple learning curves in the successful use of technology for both teachers and students. In the longer term (3-5 years) a transformative use of technology will occur in the schools. A collaborative structure and practice for facilitating successful student transitions at the hot spots within and between schools regarding student achievement in Science and Math will have been initiated. Reflection on the strengths and weaknesses of the initial trial will inform its continuation. We expect that we will discover new and better ways to collaborate and communicate with one another and with the public. A "mini" strategic communication plan will be written. The plan will include ways and means to improve involvement of parents and family members as partners in the school community. In order to maintain continuous improvement and to have an impact on the students' habits scholarship, community involvement is important. We will also have improved messaging of TGFS' transition hot spot methods and findings for the schools and the larger community. We expect that in the long term, public understanding of what students at TGFS are accomplishing will be improved and trust and community building will be enhanced. Improved use of data that will allow the staff to individualize instruction for students in science and technology that will facilitate improvement in student achievement. An increase use of IIS will be evident. The number of students at risk will be reduced. We will experience closer working relationships with Ohio State University, Ohio Dominican University and Battelle for Kids that can lead to future partnerships and services. We expect that there will be a carryover effect to other content areas (Math, Language Arts, Foreign language, etc.) for addressing student needs at these transition hot spots.

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.

A sampling of key findings that contextualize our project goals are included here. Transitions are critical places where gaps occur in student achievement. Cooper and Markoe-Hayes' (2005) recommendations for transitions from middle to high school will be extended to other critical gap transitions particularly the need to explicitly focus on "over-determining" success (<http://www.adlit.org/article/32116/>). Experiential Learning (EL) has a remarkable record of success in school improvement and professional development. "Expeditionary Learning delivers very highly effective professional development to its partner schools, and that when the design is implemented: 1) it brings about significant improvements in student achievement as measured by standardized tests and portfolios of student work; 2) it changes instructional practices and school culture for the better; 3) it improves student attendance and parent participation; and 4) it reduces the need for disciplinary actions" (<http://www.elschools.org/results/evaluation.html>). Communication. The importance of collaboration and communication across grade levels has been shown to be a critical factor in successful student transitions Kowal (2002). Further, Williams (et. al., 2010) found that teachers at higher-performing middle grades schools more commonly had worked collaboratively with teachers at feeder schools than those who had not. Battelle for Kids discovered in their work with Race to the Top that a systemic strategic plan for communication clarity be part of the work (<http://www2.ed.gov/programs/racetothetop/communities/bfk-rttt-communications-lessons-learned.pdf>). Laboratories. The National Science Teachers Association argues that labs are essential and recommends that pre-K-16 teachers of science provide instruction with a priority on making observations and gathering evidence (much of which students experience in the lab or the field). Labs help to develop a deep understanding of the science content, the nature of science, the attitudes of science, and the skills of scientific reasoning. (<http://www.nsta.org/about/positions/laboratory.aspx>). 1:1 Computing. A recent meta analysis of studies that examined the impact of 1:1 computing in schools (Castle Brief, 2012) concluded that research results come from a range of applications and contexts. "Some schools observed a large increase in writing and literacy, science scores, and/or student GPAs. Other schools found their programs produced increased student engagement, motivation, and attendance or decreased discipline problems. This wide range of results may be due to the fact that many schools have implemented one-to-one with unique visions" (http://www.natickps.org/CASTLEBrief01_LaptopPrograms.pdf). The term "1:1" simply refers to the access that students have to technology and says nothing about pedagogical paradigms, desired learning outcomes, or other educational practices (Bebell & O'Dwyer, 2010). We believe that the experiential context at TGFS is one that will see the 1:1 relationship excel in improving science and technology achievement and in particular will be a motivating factor for students with transition gaps. Over-determining success. "Over-determining success is an idea that, while many evidence-based activities and programs can stand alone and lead to enhanced outcomes, when placed together they can have a multiplied effect on student success." It involves creating opportunities to participate in multiple, evidenced-based activities and programs that enhance academic success and college awareness. Such activities would include cultural and social skill-enrichment, mentoring and access to technology.* Multiple programs and approaches complicates evaluation, but increases success (<http://www.adlit.org/article/32116/>).

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

Yes

No

22. If so, how?

The structure, methods and resources for creating collaborative communication structures for treating achievement gaps at critical transition times are transferable to other schools, consortiums or districts. While the TGFS consortium includes grades K to 14, the process could be adapted to a focus on just one transition hot spot at a time. For example, a large district with many schools and many 3rd and 4th grade transitions could just focus on one age group and the problems associated with one transition. Likewise other age groupings could focus on just one or two transition hot spots. We will employ a tight, data-driven planning cycle that keeps a sharp focus on student achievement, local context, and changing needs. These practices can be observed and shared at our schools. We will make available to everyone the content of our Hot Spot Learning Portal to aid in others tackling this problem. EL as a school design organization services all states in the U.S. They provide a range of expertise on topics related to student achievement and are available to others at a reasonable cost. The opportunity for other educators, schools and districts to observe these practices at TGFS schools will be of benefit. EL schools conduct professional development workshops that teams from schools can attend and gain understanding and practice in focusing using Learning Expeditions to help solve school problems. For example the next EL workshop is "Designing Common Core aligned Learning Expeditions in Elementary Schools." The assessment or our assessment measures will help in understanding which instruments offer reliable and valid measures for understanding student success in transition hot spots. We can share and advise others how to utilize these measures. In addition the Office of Student Life at The Ohio State University is a rich resource for assessments tailored to specific learning targets. Replicating the use of 1:1 computing for use in improving student achievement in science and technology can be shared and replicated or adapted to other school environments. The training, supervision and productivity of a Student Technology Geek Squad has strong potential for many schools and districts. The operation and design of the Geek Squad is based on a model that was developed at Ohio State University The replication of our science laboratory improvements might be generally of interest, though the specifics of each room that requires structural adjustments will vary by the school.

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

The substantial value and lasting impact from our immersive focus on transition hot spots for student achievement will have a lasting impact in a variety of domains: Performance, Sustainability, Curriculum, Communication, and Assessment. Performance. Both students and staff will be affected significantly. Though it takes more than one year to enjoy total success, the process of isolating difficult areas of student achievement and purposefully designing recursive systems that will lead to an improved solution has the potential to be infused in the culture of teaching and learning at the schools. Student and staff performance with 1:1 technology will have a seminal impact. It has strong potential for transforming the way students learn and teachers teach. The availability of real science labs properly equipped will increase student achievement at the Hot Spots and have lasting value as the whole school benefits in understanding of science and technology. Sustainability. The infusion of the schools with appropriate technology and science labs provide the foundation for sustainable growth and improvement. A replacement system and for digital devices assures that the program of 1:1 will continue. What was needed was the initial investment in devices and infrastructure to support its efficacious use. Like wise the science laboratories in the schools will finally allow us to help students learn science with appropriate tools. This will certainly impact student achievement over the long haul. The lab tools and resources that jump-start the science labs provide a foundation for annual replacement and improvements in the labs. Curriculum. The use of multiple programs to facilitate hot spot transitions will be continued. This process allows for staff to have flexibility and creativity in trying new things, observing results, and make data informed decisions about what to continue and what to discard. The methods for improving student achievement in the troubling transition hot spots will be adapted and employed for other subject areas, particularly math, social studies, language arts, and foreign languages. By focusing on Hot Spots we will also be able to identify students who are succeeding beyond expectations and design learning opportunities for the advanced students. Communication. A focus on communication practices within and between the schools that fosters meaningful collaboration is a practice that will have important impact to TGFS. As a group of schools that can anticipate a large portion of students at GPS enrolling at GEMS, and GEMS students enrolling at TCS or TGS, we expect to greatly diminish deficiencies in student achievement at the transition hot spots. The continued use of the communication tools and processes is important. Assessment. The focused use of data about factors that impact student achievement in Science and Technology provides a new opportunity to track student performance and intervene appropriately. We expect teachers will be reliant on the evaluation and achievement data when it is easily available (IIS) and in a format that is useful. This will have a powerful impact on students' continuous improvement.

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.

Below are the anticipated outcomes in student achievement in Science and Technology at four transition hot spots. We will assess student progress through benchmark assessments to determine mastery of Common Core State Standards in Science and Technology. The results of these assessments allow teachers to determine whether or not students have successfully met standards. Twice each year data will be collected, analyzed and reported to students' families within a progress report. All four schools in TGFS track student progress by giving a diagnostic test recommended by the state of Ohio (MAPS) in September as well as May. Each student is expected to make a year's worth of progress based on their Student Learning Objectives. We will assess student progress through benchmark assessments to determine mastery of Common Core State Standards in Science and Technology (as well as other subjects) The results of these assessments allow teachers to determine whether or not students have successfully met science and technology standards. For Science across the identified grade levels (3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary): 60% of students will progress to meeting expectations. 10% will progress to exceeding expectations. 30% of students will progress to approaching expectations. For Technology across the identified grade levels (3rd to 4th grade, 5th to 6th, 8th to 9th, 11th to post secondary): 60% of students will progress to meeting expectations. 20% will progress to exceeding expectations. 20% of students will progress to approaching expectations. Other Assessments: Attendance: Increased attendance each year at each school for participating grades by 2% Graduation: Increased graduation rates at each school for participating grades by 10% Attitudes: Student attitudes and efficacy at each school for participating grades will improve by 2%

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.

Our assessment and evaluation approach requires data and analysis for evaluation and assessment. The for the Study of Student Life at The Ohio State University will coordinate the design, administration, and analysis of data. In order to validate our instruments, we will use reliability checks. For example, we will measure reliability by calculating Chronbach's alpha. We will also plan to use factor analysis in order to evaluate the validity of any newly created measures. Data will also be analyzed using regression techniques in order to determine the effect of multiple predictors on outcome variables. We will also examine interaction effects in order to determine if the impact of a specific variable depends on the level of another variable. Additionally, we will plan to use hierarchical linear modeling in order to examine possible classroom level effects on outcomes. By determining which factors are most important in predicting outcomes, these analyses will help us make predictive recommendations for effective and timely interventions. The Center for the Study of Student Life in the Office of Student Life at The Ohio State University has expertise in both curricular and co-curricular measurement, instrument development, analysis, and training. The Center employs four Ph.D.-level and three M.A.-level researchers. The Center uses Qualtrics survey software to administer confidential or anonymous surveys usually via email to participants and has much experience with educational research, including using inferential statistical analyses to inform policy, planning, and programming decisions. Additionally, the Center will train three data leaders to monitor and interpret data collected in their schools. The Center will also train the Data Coordinator. This will be done through meetings with staff from the Center and the data leaders and data coordinator, where staff from the Center will demonstrate and explain how to use Qualtrics survey software, and demonstrate statistical techniques using SPSS and HLM7. Measures will include: -Student Formative Assessments o Measures of Academic Progress in Science (aligned to Common Core State Standards) o Student wellness and mindfulness o Technology knowledge, Technology engagement/efficacy and Technology performance o Teacher interim assessments o Measures of Student engagement o Motivation to participate in science o Perceptions on the value of science o School climate o Community participation -Teacher and Community Formative Assessments o Engagement o Technology knowledge, Tech engagement/efficacy and tech performance o Communication processes -Student Summative Assessment o Ohio graduation and achievement tests in science o Technology knowledge, Tech engagement/efficacy and tech performance o Course Grades o Electronic Portfolio evaluation -Teacher and Community Summative Assessments o Engagement o Technology knowledge, Tech engagement/efficacy and tech performance o Communication processes -Student Behaviors and other Key Performance Indicators o Attendance o Tardiness o Department o Graduation rates o Drop out rates o Time spent with technology o Technology grade level gateways o Demographic information such as ethnicity, sex, nationality, and socio-economic status Time-line: January 2014-March 2014: Instrument development, Curricular development, Baseline measurements March 2014-May 2014: Pilot data gathered June 2014-July 2014: Pilot data analyzed, recommendations given to planning team August 2014: Instrument redesign, Training of data leaders and data coordinator September 2014: Instrumentation, administration; Initial analysis,

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. Greg Brown