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Adjusted Allocation: 0.00

Remaining: -7,850,000.00
7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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 agencies.

HIGHER EDUCATIONAL OFFICER: Ali Uslu is responsible for the oversight and operation of all the academic programs for all schools under Concept Schools’ management. He has extensive experience as a science teacher, administrator, and published textbook author. Ali has been influential in Concept Schools’ success since 2001. He holds a degree in Biology with a minor in Education from Marmara University in Istanbul. He received his Master’s degree in charter school leadership from Central Michigan University. DIRECTOR OF ASSESSMENT: Mustafa Bayrakdar has been responsible for directing the development and dissemination of assessments for over 7 years at Concept Schools. For the past 5 years, he has developed the Ohio achievement tests for Concept Schools. He is also in charge of the development and dissemination of assessments for over 7 years at Concept Schools. For the past 5 years, he has developed the Ohio achievement tests for Concept Schools.

INSTRUCTIONAL COACH FOR NORTH OHIO: Sherri Ripcho has over 20 years of instructional leadership experience in urban education. She has also served in various administrative positions for 16 years. After becoming the Director of Science Education in 2007 for Concept Schools, he created a unique science curriculum integrating mathematics and engineering. One of his major responsibilities is to organize an Interstate Science Fair allowing young minds to seek solutions to today’s problems. Dincer also evaluates teacher performances throughout the year and provide feedback to improve their instruction. He helps develop the Concept School Achievement Tests to monitor students’ success and development. He earned his Master’s degree in charter school leadership from Central Michigan University. DIRECTOR OF MATH EDUCATION: Ayhan Caputlu, the Director of Math Education at Concept Schools, has been recently nominated to work on the task FIVE REGIONAL SUPERINTENDENTS

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
11. Describe the innovative project.

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.

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, include the five-year forecasts of each school district, community school or STEM school member for review.

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

15. LAB DAY PROJECT BUDGET:

16. 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, RTF money, local funding, foundation support, etc.), a 5-year cash flow of costs with budgeted costs in the budget (e.g., 13, K-8 schools: $975,000, 16 K-8 schools: $2,000,000), etc.

17. The Horizon Science Academy Schools in Ohio have a college preparatory curriculum focusing on math, science, technology, and engineering. We see the Straight A Fund grant as an opportunity to bring our students closer to the world of work and to ensure that all students have the means to attend college and be college ready, college bound, and college bound and college ready.

18. The 19 Horizon Science Academy Schools in Ohio have a college preparatory curriculum focusing on math, science, technology, and engineering. We see the Straight A Fund grant as an opportunity to bring our students closer to the world of work and to ensure that all students have the means to attend college and be college ready, college bound, and college bound and college ready.

19. School improvement rests on the ability to focus, on commitment to educational goals and the ability to help students achieve them - and simultaneously engage local parents and community leaders seriously in the work of the school. Our proposal calls for improved instruction, extensive evaluation and analysis of current practices, parent and community engagement and more careful planning of the college bound curriculum. Lab Day allows all teachers in each grade level to collaborate together with each other, as the Director of Assessment in each school, and use data to narrow the academic gaps between students as well as enhance and enrich learning. Students will be grouped and regrouped from one week to the next in both Reading and Math so that the schedule is flexible. The type of instruction and intervention will also remain flexible from week to week and from student to student. The Lab Day initiative adheres to the new Teacher Leader Model Standards, which include: (a) shifting teaching roles toward teacher leadership, (b) reading camps will also be integrated to close academic gaps before Grade 2. In order to implement Lab Day successfully, we will provide personalized instruction and individualized instruction. During Lab Day, students will be in small group settings utilizing this adaptive technology to support their learning.

20. The new technology is needed to provide personalized education and individualized instruction. During Lab Day, students will be in small group settings utilizing this adaptive technology to support their learning.

21. Carrer Academy Summits: $35,000

22. Horizon Alumni Database and Network Development: $120,000

23. Strengthen Our Alumni Network: Linking High School and Postsecondary Education We will initiate a Horizon College Summit targeting all of our college-bound high schools, college-ready high school seniors, and college freshmen. We will also use a web-based Alumni database. Parent University Create a Parent Network at all 19 schools focusing on college knowledge parents need to know from financial to social topics.

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D) IMPLEMENTATION

17. 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 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.

The majority of our budget is for one-time costs: technology, facilities, libraries, equipment, software, and one-time stipends for teachers. However, after the 2014-2015 school year, we need to reassess whether we have new and recurring costs. Here are the questions we need to address through our findings and evidence:

1. Should we continue to offer the Reading Camps in our K-8 schools? Are the Reading Camps effective in increasing the academic achievement of our bottom quartile students? 2. Should we continue to offer the ACT Camps in our high schools? Did the ACT Camps lead to an increase in ACT scores? 3. Should we continue to hold the Horizon College Summit? Was there a strong turn out? Did it lead to stronger social networks amongst our current students and alumni? 4. The maintenance of the new technology may be a recurring cost that we need to factor into our 5-year budget, as well as maintenance costs for the Parent University and the Alumni Database. The depletion of materials and supplies from the new academic year’s budget will create recurring costs for the labs and offices. The costs will need to be adjusted in order to ensure we are increasing our overall budget. Lastly, our one-time teacher stipends for the Lead Teacher in Lab Day and for the Lead Math Teacher on Math Lab Day are a precursor for our new performance bonuses which will we be implementing in the 2015-2016 school year. Teachers who demonstrate continued growth in student achievement will receive a 3% performance bonus at the end of each academic year.

Therefore, our grant is requesting only one-time funding for the Reading camp, ACT camp and Horizon College Summit. We will take a wait-and-see policy decision before we state all three as a recurring cost. We want to be prudent and analyze our data results before we decide to continue with the camps and the summit.

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

200,000.00 * Specific amount of expected savings (annual)

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

Our proposal is cost-saving because it does not increase our personnel costs; rather, it is the increased use of technology for personalized education and individualized instruction with a costbenefit analysis for cost-effective technology implementation and renewal that will create more efficient instructional and non-instructional staff. Equipment and technology will continue to save our schools money over time and help us to cost-saving measures such as reducing our paper consumption to reduce our use of electricity. Therefore, we are estimating that the new changes can lead to a savings of anywhere from 2 to 4 percent a year for each school.

1. Increasing attendance to that we can save at least $200,000 a year due to these efficiency changes in the schools’ facilities, equipment and supplies. The writing of this grant, nonetheless, has led us to self-examine the effectiveness and efficiency of our programs. Before writing the grant, we surveyed all of our 800 plus teachers and administrators using Survey Monkey about which programs they would eliminate due to cost effectiveness. An overwhelming response was our Ivy League Mentoring program which has dwindling student numbers and increasing costs. Subsequently, after looking at our data, we have eliminated this program from our list of expenses. Furthermore, we will be reevaluating our number of teachers from our teachers, we are now hiring teaching assistants and teachers to join a newly developed Financial Advisory Committee to review budgets, investments, audits and our rolling 5-year projections with the school board. We will use their continued feedback to help reduce spending.

18. 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/Date

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<th>Date</th>
<th>Description</th>
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<td>06/15/2014</td>
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</tr>
<tr>
<td>01/04/2014</td>
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January 2014:
(1) School principals will lead vertical and horizontal team conversations at each school about what deep learning, personalized education and individualized instruction look like in our proposal initiatives during professional development days; (2) Each school works together to articulate a Vision for each pilot program such as Lab Day; (3) Each school articulates a Theory of Action for each pilot program; (4) School administrators build increased trust amongst educators; (5) Each school sets goals and objectives for each pilot program in grade level teams; (6) Each school begins to compare the vertical and horizontal team conversations and creates a school’s vision and mission for the new programs; (7) Each school sets goals for data collection in teams; (8) Each school builds in time to practice and rehearse practices for each pilot program; (9) Each school analyzes case studies for each pilot program; (10) School administrators discuss how the pilot programs will affect teacher and principal evaluations; and (11) each school’s technology director begins Twitter accounts for each pilot program and increases buzz January is when the pilot programs will be rolled out and the school principal must take on the responsibility of making sure the program have a successful start and ensure the new programs create a new environment in the schools.

February 2014:
(1) Central administration at the Chicago site begins to purchase all technology, furniture, equipment and materials and supplies based on a survey petitioning for suggestions from parents, students and teachers; (2) Each school begins to train their staff to align the Lessons for the Lead Teacher on the lead teacher and the teacher assistant for the lessons; (3) Each school develops a marketing campaign to raise awareness of the new programs; (4) School districts begin planning for the ACT Camps and Reading Camps in Fall 2014; and (5) All Lead Teachers are selected and receive a third of the stipend in order to begin the design of Lab Day.

Implement (MM/DD/YYYY): 06/15/2014
*Narrative explanation*

June 2016: (1) All teachers and administrators undergo training for each pilot at the week-long Summer Institute; and (2) Refurbishing of all digital labs and simulation labs begins in all high schools. (3) As a result, the project is started from the central (2) followed by the (5) above. (4) Barriers to project implementation could be logistical and therefore organization and communication is essential. July 2014: (1) Alumni director will organize the three-day Horizon College Summit for current students and college alumni will be held in mid-June; (2) Finalize the list of 5th grade students for next year's Career Academies; and (3) Purchase the Google Chromebooks for the Career Academies. August 2014: (1) Students start school; (2) Problem solving and planning ahead for the first week of school; (2) Schools create a cycle of analyzing the current data, trying new ideas, and thinking ahead and (3) Lead Teachers receive second third of their stipend. September 2014-May 2015: (1) Implement Lab Day, Project Algebra, Career Academies, Alumni Network and Parent University all simultaneously with everyone’s efforts; (2) Teachers make approved revisions to curriculum and assessments along the way; (3) Central offices need a timeline to provide guidance and share data tables with the ODE; (4) School districts need to consider the effectiveness of the pilot program in SY 2015; (5) Schools begin offering courses in our Parent University on college readiness. Due to the launch of all pilots at once, it is inevitable that logistical concerns will arise.

**Summative evaluation (M/M/DD/YYYY): 06/15/2015**

**Narrative explanation**

June 2015: (1) Lab Days spend majority of the time reflecting, problem solving and planning ahead for next year's implementation during professional development; (2) Create a cycle of inquiry by analyzing the current data, trying new ideas, and thinking ahead; (3) Teachers make approved revisions to curriculum and assessment; (4) Director of Technology updates technology needs; (5) Director of assessment begins to collect data tables and share data tables with all stakeholders on the effectiveness of the pilot programs in SY 2014; and (6) Lead Teachers get paid and the Lead Teacher is our new to the Ohio schools this personal connection will make professional development more meaningful when it is conducted in-house and on such a large scale that it will lead to a sense of community and shared interest and investment. Next, integrating pre-Algebra or an integrated mathematics course with Algebra and Geometry combined at the middle school level is shifting our organization. We currently offer a traditional sequence of mathematics education and are offered in our high schools and not requiring Algebra of the type that is required for the SAT. Requiring Algebra in the middle grades is raising our expectations of students, adding rigor to the curriculum and challenging us to change the way we teach mathematics so that we demonstrate that Algebra is indeed for all students. We want to change the equation by sending an important message to our community. The Career Academies will also change our organization. Currently, our 5th grade students have two academic tracks: AP and Regular. By creating the four career academies in each high school, we are offering great choice to our non-AP students by offering rigorous STEM-based career pathways in which they can begin taking dual credit and college credit courses and enter into their first year of college ahead of their peers. The digital lab and simulation lab will create an active, real-world, hands-on context to secondary education and which will appeal to the non-traditional learner. By developing partnerships with local businesses for internships and work study programs, our students can earn certificates toward future careers. Our Alumni Network and Horizon College Summit are new initiatives that will allow us to better track and support our teachers in the expanding and ever-changing field of education. Both Lab Days and Project Algebra ask students to plan curriculum with each other, teach according to their strengths, use data to prepare enrichment, advancement and intervention, and set benchmarks that all students have to meet on a weekly basis. The role of the Lead Teacher is new to our organization and will lead into the performance based bonus pay, which we will implement in 2015-2016. The data consistently show that positive changes leading to school success have been brought about by a competent Lead Teacher who has been able to implement the program. In successful schools, the Lead Teacher also takes initiatives to develop curriculum among other responsibilities, taking administrative measures, and presenting himself/herself as a model for other teachers and students. These initiatives have led to an improvement in school climate, curriculum implementation and, consequently, student attendance, behavior, attitude, and achievement. Another expected change is a Summer Institute for teachers in which we will provide a week-long professional development in which we will provide a week-long professional development in order to support and improve our students' learning. This professional development is critical for effective implementation of our innovative projects and at the center of our first-year's success and for expertise to be shared with others in the community. The first-year's success is the key to future projects.

The Horizon Lab Day structure in our proposal mirrors the innovative School of One methodology of education. The School of One's mission is to provide students with personalized, effective and dynamic instruction customized to their particular academic needs, interests and learning preference. To organize such a highly differentiated method of teaching can be overwhelming for just one teacher; however, when a cadre of teachers plan for the horizon and create a structure, the dedicated teachers use a collaborative environment which encourages each teacher to plan curriculum with each other, teach according to their strengths, use data to prepare enrichment, advancement and intervention, and set benchmarks that all students have to meet on a weekly basis.

**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 institution.

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

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

"Goal 1: The overall Reading score will increase from 70 to 80% proficiency. Goal 2: The overall Mathematics score will increase from 60 to 75% proficiency. Goal 3: The overall Science score will increase from 45 to 50% proficiency."

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

"We want to evaluate how all personnel involved in the initiatives implement the programs with fidelity according to the research, carrying out responsibilities by their proposed timelines."

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.

Agree Murat Efe, Superintendent Concept Schools-North Ohio Regional Office 2265 Columbus Road Cleveland, OH 44113 Phone: (216) 298-9002 Ext: 202 Date: 10/18/2013