

Budget

Imagine Cleveland Academy (011948) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (404)

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	1,240,724.00	2,354,738.00	2,738.00	3,598,200.00
Support Services		0.00	0.00	350,000.00	0.00	0.00	0.00	350,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	1,051,800.00	0.00	0.00	0.00	1,051,800.00
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	1,401,800.00	1,240,724.00	2,354,738.00	2,738.00	5,000,000.00
Adjusted Allocation								0.00
Remaining								-5,000,000.00

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:Imagine a School Willing To Do Whatever It Takes... Without Paper

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.

Outfitting our entire school with technology and resources that leave our teachers with no excuses to not teach and students with no excuses to not learn would drastically change the overall achievement within our schools. Our students come to us inherently knowing how to utilize iPads, smart phones and so much of the technology that is all around them every day, but we do not have the financial resources to provide those tools to them in the classroom. Bringing in the hands on technology in the building and minimizing the usage of worthless worksheets will lead to a heightened student achievement throughout the school building for our students who are largely visual and hands on learners; it will decrease behaviors caused by students who are disengaged from the traditional way of teaching, thus increasing our students' 21st century skill set for a foundation for success throughout the ever changing technological world.

1443 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Pharon Holtrey
Organizational name of lead applicant: Imagine Cleveland Academy
Unique Identifier (IRN/Fed Tax ID): 011948
Address of lead applicant: 3443 E. 93rd Street Cleveland, Ohio 44104
Phone Number of lead applicant: 330-234-3308
Email Address of lead applicant: pharon.holtrey@imageschools.com

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

First Name, last Name of contact for secondary applicant: Jennifer Heyman
Organizational name of secondary applicant: Imagine Harvard Avenue Community School
Unique Identifier (IRN/Fed Tax ID): 008286
Address of secondary applicant: 12000 Harvard Ave Cleveland, Ohio 44105
Phone number of secondary applicant: 216-283-5100
Email address of secondary applicant: jennifer.heyman@imageschools.com

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.

There are no other participating entities.

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.

As the principal of both Imagine Cleveland Academy and Imagine Harvard Avenue Community School, I, Pharon Holtrey, will be the person primarily responsible for taking care of the innovative project implementation. The community school leadership teams and other support staff will ensure that there is complete implementation with every piece of equipment that is purchased for the team. We will be in charge of setting up the professional development for teachers and students, as well as a family implementation plan across both of our schools. Both Imagine Cleveland and Imagine Harvard Avenue serve a very similar demographic and therefore face the same challenges and utilize the same resources. The schools work together as a family to ensure the highest quality of education to our students. Between the two buildings there are two business managers who are highly organized and already skilled in the management of many federal grants. The Straight A Fund has clear and precise guidelines that will be followed to stay in compliance.

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.

At both Imagine Harvard Avenue Community School and Imagine Cleveland Academy, the majority of teachers are young and inexperienced, and both campuses lack necessary resources to prepare students for real life upon graduation of our schools. The Straight A Fund will equip each team member of Imagine Harvard Avenue Community School and Imagine Cleveland Academy with the necessary tools to prepare students for lives of leadership, exemplary character, achieving academic growth and the realization of their fullest potential; this project will allow the students every possible advantage, as well as instill within them the will to succeed at all costs. The Straight A Fund will allow Imagine Harvard Avenue Community School and Imagine Cleveland Academy to purchase state-of-the-art technology, professional development for teachers, math manipulatives, tools to create hands on work stations, extra supplies, and the devices to create a state-of-the art Physical Education Program.

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.

IHACS and ICA will purchase iPads for each student and staff member. Each campus will have a state-of-the-art computer lab and mobile computer labs. Along with the other pieces of technology and software, this will help with our need for improvement in teacher preparation, resources, and ability grouping within the school. Together, IHACS and ICA will attend extensive amounts of professional development in a variety of areas. The main focus of this professional development will be increasing student achievement and effectively using a greater share of resources in the classroom and school. Twin Towers will be doing a large amount of professional development over the next five years, entirely centered around increasing student achievement, while Apple will be doing a large amount of professional development centered around using a greater share of resources in each classroom. IHACS' Ohio Improvement Plan and ICA's School Improvement Plan goals include the advancement of student achievement, as well as the utilization of a greater share of resources in the classroom. Action steps and strategies in the plan involve both professional development and the use of technology in order to provide differentiated instruction for all students. Since our students, on average, come to our community school 2-3 grade levels behind, teachers will be able to offer the most extensive, individualized instruction. The Accelerated Reader and Math software that will be purchased will align with each child's level. The use of technology in the classroom will allow teachers to differentiate instruction for each child to meet them where they are, bring them up to grade level, and then accelerate them. SMART Boards equipped with three-dimensional capabilities will allow teachers to bring

learning to life and engage every learner, every time, in every lesson. This will increase their background knowledge, which will increase vocabulary. The use of individual iPads means that teachers can work with small-groups or provide one-on-one instruction, while the remainder of the students are working at their independent level, practicing skills necessary to advance. Providing each team with Mobile Labs will allow teachers to teach students to use laptops correctly and develop skills in word processing, as well as formatting and creating documents. This will ultimately increase student scores on the upcoming State Achievement Assessments, which is one measure of student achievement. Concentrating on technology and not worksheets will give our students the ability to handle real-world situations. SMART document cameras will allow teachers to move throughout the classroom, while still sharing with the entire class; students will be able to pass an iPad between one another and demonstrate problem-solving skills for the entire class. SMART Table Collaborative Learning Centers in early grades will allow students to work hands on to create their own knowledge of Common Core Standards. In order to compete in a global economy, our students must be able to use computers effectively and create exemplar documents to set themselves apart from others; the state-of-the-art computer lab at both schools, along with high-level instruction on the utilization of these resources in the classroom, will prepare our students to excel in all future endeavors, from college entrance exams, to creating resumes for their first job, to becoming the next President of the United States of America. Our teachers are already held to very high standards on both campuses; providing them with professional development on research-based instruction strategies, differentiated instruction and the most effective educational practices will push them to become leaders within their field. In order to reach our goals, teachers need to be taught how to reach all learners.

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.

The project budget and the Financial Impact Table have been uploaded into the system.

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

5,000,000.00 * 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.).

Purchase Services - Support Services - \$350,000 This money will be allocated to MobileTek LLC, the technology service provider at Imagine Cleveland and Imagine Harvard. MobileTek has agreed to allow the purchase of hours of service from their company that can be used over the course of 5 years. This service will provide full installation of all of our new technology, support and trouble shooting services for the entire length of the grant, unlimited access to technical support and unlimited remote desktop services. Purchase Services- Professional Development - \$1,051,800 This money will be allocated to Twin Towers LLC. The proposal provided by Twin Towers Training is based on the premise of delivering ongoing, technology embedded professional development for all staff to support and improve student performance and achievement as a result of teachers' instructional growth, including Title I and Intervention Specialist staffs through hands on approaches and technology based learning. Twin Towers will embed themselves within the schools to provide the highest quality training of all staff members. They will be contracted for 394 days of service over the next five year. Capital Outlay - Instruction - \$2,354,738 The capital outlay purchases in this proposal will all be used toward the direct and everyday instruction of our students. These purchases include an iPad 2 for every student and staff member in the building, Brefford Power Sync Carts that house, lock and charge the iPads, a 13-inch MacBook Pro with Retina Display for each staff member, 10 mobile laptop labs with 30 computers each, 5 classroom computers for each classroom, an iMac computer lab, 49 3-D SMART Boards, 36 SMART Tables for collaborative learning centers in primary grade classrooms, SMART Response LE Interactive Response Systems, SMART Document Cameras, Redcat Microphone Systems to bring the teacher's voice to life, a Xerox WorkCentre for each building, Thermal Laminators for each building, a VariQuest Poster Maker machine with a start up kit, and a KONAMI DanceDanceRevolution Classroom Edition for PE teachers. Capital Outlay - Safety - \$100,000 Each school will install additional safety measures through Stanley Security throughout the building to ensure that the technology that is purchased through this grant is completely safe. Other - Instruction - \$2,738 This additional money will be set aside for the shipping and handling of all items that will not ship for free to the school. Due to the large quantities of items being ordered, most will ship at no cost to the schools, this money is set aside for the items that do not fall under this assumption. Supplies - Instruction - \$1,590,727 This money is being allocated towards supplies such as protective cases, a stylus for each iPad, Easy-Switch Keyboards, heavy duty headphones, Apple Store giftcards, iPad 2 connectors, SMART App for the iPad 2, DRA-2 App for the iPad 2, Computer VGA connectors, SmartShell hard cases for all MacBook Pro, neoprene sleeves for all MacBook Pros, SMART Wall Mounts and Installation, 3-D SMART Tools, SMART software, wireless bluetooth speakers, common core hands on kits, Nintendo Wii, Nintendo Wii games, Apple TVs for all SMART boards and televisions in the school, color scanners, computer tables for our classroom computers, chairs for those computer tables, all in one printers, thermal laminating rolls and pouches, Accelerated Reader and Accelerated Math to be utilized on the iPads, Cricuts and Cricut cartridges, Learning A-Z subscription, Document Management software, HDTV for use in the hallways for learning during bathroom breaks and transition times, poster maker paper, TV mounts, iPad mounts and podiums, technology cleaning supplies, software, heart rate monitors, FITNESSGRAM Testing Pack, Pedometers, and money for miscellaneous back up supplies.

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.

There are no new or recurring costs that will arise from this grant. Although more technology than ever before will be added to our buildings, enough hours of technical support will be purchased from MobileTek Inc. to take care of all technical installation, professional development, and troubleshooting throughout the life of the grant. We have also managed to secure a contract with Twin Towers Training that will allow high quality professional development concerning hands on learning on a daily basis. Twin Towers offers professional development in the most up to date educational philosophies and have agreed to incorporate the use of technology into all of their professional development. 394 days of professional development services from Twin Towers will be purchased up front in order to be fully sustainable throughout the next five years. Our backup supplies line item is also all encompassing of any future replacements that may need to be made over the next five years.

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

0.00 * Specific amount of expected savings (annual)

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

While this particular grant will not necessarily save any money over the next five years, it will surely help recruit students and in turn generate more revenue for the school. At Imagine Cleveland, marketing the technology based school could recruit 20-30 more students to maximize the capacity in the school building. At Imagine Harvard, the student population could grow from 525 in the 2013-2014 school year up to 675 in the 2016-2017 school year. The extra students that this grant will help recruit will lead to a higher foundation payment and will allow for more special area teachers. Instead of having only Art and Spanish as it is this school year, IHACS will be able to bring in a PE program, music program and possibly a theater or dance program over the next several years, all of which will be technology based.

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.

There are no new or recurring costs associated with this grant; the budget outlines all required items and services to be purchased prior to June 30, 2014. All technology services, repairs, and Professional Development, classroom and teacher workroom tools, Academic Professional Development, and Physical Education Program devices needed for the next five years are accounted for in the Grant Budget. The utilization of items purchased with this grant money will allow both Imagine Harvard Avenue Community School and Imagine Cleveland Academy to reach maximum student enrollment, and will increase teacher recruitment and retention. By the time the campuses reach full implementation, maximum student achievement will be demonstrated, and a greater share of resources will be effectively utilized in all classrooms. This will allow both schools to maintain peak enrollment, thus providing additional funding, which would pay for an additional future costs that may be incurred.

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): 01/01/2014-04/01/2014

* Narrative explanation

Upon receiving the notification that the grant will be awarded to IHACS and ICA, the team will immediately create a Straight A Team and begin planning; all plans will be finalized by March 15, 2014, and all purchases will be made by April 1, 2014. Once the Straight A Team is created, they will gather baseline data on both technology usage in the classroom (using the rubric they create with the final goal in mind) and current levels of student achievement (utilizing the Developmental Reading Assessment-2 (DRA-2), previous Ohio Achievement Assessments (OAA) and Imagine Benchmark Assessments), identify needs, finalize the purchase list, list action steps, assign tasks, and meet biweekly to be sure the plan is progressing as desired. Anticipated barriers include inexperience in the management of grants of this size, not knowing all of the needs of the team, and not knowing which supplemental supplies will be needed. In order to combat this, a Needs Assessment will be

completed, advice from experts will be sought, plan for the adjustment of professional development schedules and topics will be made, and a large amount of time will be spent with the Straight A Team mapping out the entire school building. All stakeholders (the Leadership Team, teachers and staff, students, technology companies, parents and board members) will be in constant communication throughout the planning phase, specifically once the plan is close to being finalized. Each stakeholder group will be presented with the tentative plan and offer feedback to the Straight A Team; revisions will be made after each presentation. The finalized plan will be implemented beginning on April 1, 2014.

Implement (MM/DD/YYYY): 04/01/2014-07/30/2019

* Narrative explanation

By April 30, 2014, all new technology items will be installed, and by May 30, 2014, all new items will be cataloged and stored. Prior to the start of the 2014-2015 school year, teachers will be given beginning level professional development in both the utilization of the new resources, as well as increasing student achievement. By December 15, 2014, teachers will be evaluated on the use of technology using the previously created rubric, along with student achievement, using the DRA-2 fall scores, as well as the quarter one and two Imagine Benchmark Assessments. Adjustments to the professional development schedule will be made prior to the start of the second semester, and beginning level professional development will be finished by June 30, 2015. Teacher evaluations, including the technology rubric and data analysis, will be completed by June 30, 2015, and a portion of the intermediate professional development will be completed prior to the start of the 2015-2016 school year. By December 15, 2015, teachers will be evaluated on the use of technology using the previously created rubric, along with student achievement, using the DRA-2 fall scores, and the quarter one and two Imagine Benchmark Assessments. Adjustments to the professional development schedule will be made prior to the start of the second semester, and intermediate level professional development will be finished by June 30, 2015. Teacher evaluations, including the technology rubric and data analysis, will be completed by June 30, 2016, and a portion of the advanced professional development will be completed prior to the start of the 2016-2017 school year. By December 15, 2016, teachers will be evaluated on the use of technology using the previously created rubric, as well as student achievement, using the DRA-2 fall scores, as well as the quarter one and two Imagine Benchmark Assessments. Adjustments to the professional development schedule will be made prior to the start of the second semester, and advanced level professional development will be finished by June 30, 2017. Teacher evaluations, including the technology rubric and data analysis, will be completed by June 30, 2017. For the remainder of the Straight A implementation, assessments will continue to be given, and adjustments will be made to the professional development schedule to ensure that every team member is performing at the advanced level, and that our team is up-to-date on both the newest methods of utilizing a greater share of resources in the classroom, and increasing student achievement. Once professional development is scheduled, the Straight A Team will meet biweekly to be sure the plan is progressing as desired and make adjustments as needed. Anticipated barriers include teacher and parent resistance, new teachers joining the team, not seeing growth in student achievement, and new students enrolling at both schools. Solutions to these barriers include requesting the assistance of both parents and teachers in the creation of the plan and implementation of that plan, continuing to market for kindergarten students and recruit new teachers, record the professional development to be sure that new teachers joining the team are up-to-date, allowing for additional professional development as needs change, getting advice from experts in various fields, and getting data training to be sure teachers are able to utilize data to drive instruction. All stakeholders (the Leadership Team, teachers and staff, students, technology companies, parents and board members) will be in constant communication throughout the implementation phase. Joint staff meetings and Teacher-Based Teams (TBT) will occur biweekly, as well. Although some of the professional development will be catered to the unique needs of each campus, the majority of it will occur with both campuses present. Additionally, weekly Leadership Meetings, monthly board meetings and daily parent communication will occur.

Summative evaluation (MM/DD/YYYY): 07/30/2019

* Narrative explanation

By July 30, 2019, the Straight A Team will review and analyze the data from all five years, including the DRA-2, state achievement assessments, and Imagine Benchmark Assessments to determine the success of the project. Once the analysis is complete, a report will be created and shared with all stakeholders. Anticipated barriers include the collection of data and possible changes in the Leadership Team or the Straight A Team; in order to combat this, a team will be assigned to store the data throughout the five year plan, and a Grow Your Own Leaders program has begun, ensuring that anyone in the leadership role will be fully prepared to lead the team, and anyone joining the Straight A Team will receive extensive training. When evaluating the success of the plan, the team will consider the SMART Goals created at the start of the project, listed below. 1. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be reading at or above grade level, as measured by the DRA-2. 2. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be performing mathematics at or above grade level, as measured by the Imagine Benchmark Assessments. 3. By June 30, 2019, 90% of students in testing grades will be performing at or above grade level, in Reading, Math and Science, as measured by the state assessments.

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

Several changes are expected in the instructional practices in the institution. Implementation of this plan will create the best possible teacher team at both campuses; by the end of year two, the teachers will be performing at the advanced level. Additionally, teachers and students will experience the utilization of a greater share of resources in the classroom; this will impact students. Student engagement levels will dramatically increase, resulting in a high level of achievement. Along with this, students will be prepared for real-life, hands on tasks. Because achievement and engagement will be increased, and teachers will be performing so well, our enrollment will also increase.

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.

While the use of technology in the classroom is not a new concept, the full immersion of technology into every part of a student's day is new and innovative. At Imagine Cleveland Academy and Imagine Harvard Avenue, students come to us lacking significant skills even when they enroll in kindergarten. One skill that they do possess is the innate ability to pick up an iPad, iPhone or virtually any other piece of technology and just know how it works. This ability is astounding, and full advantage of this processing skill should be taken. Our students respond to highly engaging and fast paced visual activities. If teachers are able to provide this visual stimulation throughout the school day and integrate it into every subject area, students will reach mastery of each standard and understand the standards more completely. Integrating technology into each lesson instead of utilizing paper and pencil will allow for an even higher rigor being reached in the school. Imagine Cleveland and Imagine Harvard teachers will be able to differentiate more completely through online programs, websites and applications for the mobile devices. Through this differentiation, students will soar to new levels, find their true potential, and be constantly prepared for the ever changing world of the 21st century. Technology is all around us; it is in grocery stores, on billboards along the highways, on the city buses that students ride to school, and students will be tested in the coming years completely online. Granting this opportunity will truly change the lives of our students and somewhat level the playing field for the students from this particular demographic whose only early learning may have been mom's cell phone or whichever television show was on throughout the day.

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

Yes No

22. If so, how?

This program can be replicated in other districts across the state and country, as long as funding is available for those schools and districts. Depending upon initial data from each individual school, up to five years should be allotted for the implementation of this project, and it would require a team of individuals to choose items specific to the schools' needs, as well as plan for the professional development necessary for the teachers. Upon the completion of this project, the Straight A Team could revisit items of the plan that went well and that did not, and make appropriate revisions; once the plan is finalized, the ICA and IHACS Straight A Team could visit other districts and assist with the training necessary to implement the program.

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

The ultimate goal of this project is to eliminate the achievement gap that is faced at Imagine Cleveland and Imagine Harvard. By taking advantage of the abilities of students from a very early age, teachers will close the gap with the students that come from the very beginning. Many students attending Imagine Harvard Avenue and Imagine Cleveland are not afforded the opportunity to go to the best preschools, they do not travel the world or even outside of their immediate neighborhood, and they are at a deficit from a very young age when it comes to education. Because of this, it must be that each student is able to receive the very best and highest quality education that eliminates every other obstacle in their lives. Many students face challenges outside of school that are outside the realm of change, however, with this grant, Imagine Harvard Avenue and Imagine Cleveland Academy students will have the possibility to change their outlook on education and possible careers in the future from a very young age and will allow them to experience things they may never have the opportunity to experience again.

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.

The overarching goals, of student achievement and the utilization of a greater share of resources in the classroom have been broken into three separate SMART Goals, listed below. 1. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be reading at or above grade level, as measured by the DRA-2. 2. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be performing mathematics at or above grade level, as measured by the Imagine Benchmark Assessments. 3. By June 30, 2019, 90% of students in testing grades will be performing at or above grade level, in Reading, Math and Science, as measured by the state assessments. 4. By the end of year two, 100% of teachers will be performing at a level four or five on the technology rubric. The benchmarks for goals one through three are listed below. By the end of year one, students will be at 50% or higher; by the end of year two, students will be at 60% or higher; by the end of year three, students will be at 70% or higher, by the end of year four, students will be at 80% or higher, and by the end of year five, students will be at 90% or higher. The benchmarks for goal four are below. By the end of semester one of year one, 25% of teachers will be performing at a level four or higher on the technology rubric; by the end of semester two of year one, 50% of teachers will be performing at a level four or higher on the technology rubric; by the end of semester one of year two, 75% of teachers will be performing at a level four or higher on the technology rubric; by the end of semester two of year two, 100% of teachers will be performing at a level four or higher on the technology rubric.

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.

The overarching goals, of student achievement and the utilization of a greater share of resources in the classroom have been broken into three separate SMART Goals, listed below. 1. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be reading at or above grade level, as measured by the DRA-2. 2. By June 30, 2019, 90% of the students in grades kindergarten to eighth grade will be performing mathematics at or above grade level, as measured by the Imagine Benchmark Assessments. 3. By June 30, 2019, 90% of students in testing grades will be performing at or

above grade level, in Reading, Math and Science, as measured by the state assessments. 4. By the end of year two, 100% of teachers will be performing at a level four or five on the Technology Rubric. The benchmarks for goals one through three are listed below. By the end of year one, students will be at 50% or higher; by the end of year two, students will be at 60% or higher; by the end of year three, students will be at 70% or higher, by the end of year four, students will be at 80% or higher, and by the end of year 5, students will be at 90% or higher. The benchmarks for goal four are below. By the end of semester one of year one, 25% of teachers will be performing at a level four or higher on the Technology Rubric; by the end of semester two of year one, 50% of teachers will be performing at a level four or higher on the Technology Rubric; by the end of semester one of year two, 75% of teachers will be performing at a level four or higher on the Technology Rubric; by the end of semester two of year two, 100% of teachers will be performing at a level four or higher on the Technology Rubric. Additional data will be collected in the form of parent, student and teacher surveys, teacher walk-through and formal teacher observations. At each biweekly Straight A Team meeting, the team will review current data and analyze trends; if the benchmarks are not being met, the team will determine causes and seek expert advice, collaborate with members of Imagine Schools and seek further professional development to remedy the progress. At the conclusion of the project, results will be compiled into a report to share with all stakeholders; at this time, the report can also be shared with other Imagine schools, as well as community schools and public schools in the state and nation. If we reach our goals, the plan could be replicated across the state and have a profound impact on all urban students.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

Accept Pharon Holtrey Principal of Imagine Cleveland Academy and Imagine Harvard Avenue Community School October 25, 2013