

Budget

Menlo Park Academy (000318) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (324)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	200,000.00	0.00	200,000.00
Support Services		0.00	0.00	45,000.00	0.00	15,000.00	0.00	60,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	45,000.00	5,000.00	0.00	0.00	50,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	335,000.00	0.00	3,190,000.00	0.00	3,525,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	425,000.00	5,000.00	3,405,000.00	0.00	3,835,000.00
Adjusted Allocation								0.00
Remaining								-3,835,000.00

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: Menlo Park Academy-Building a 21st Century Laboratory of Innovation and Excellence

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.

Since 2008, when Menlo Park Academy opened as a charter school for gifted and talented learners, a flourishing community that began with 38 students and now demonstrates successful growth with a student base of more than 350. The Menlo Park Academy: Building a 21st Century Laboratory of Innovation and Excellence builds on this successful growth by leveraging seed money from the Straight A Fund to create the optimal environment to elevate best practice in instruction and student support while enabling measurable growth in gifted learners. This project is sustainable through building on the proven, highly-effective and targets grant dollars to perfect a replicable program .

450 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Paige Baublitz-Watkins

Organizational name of lead applicant: Menlo Park Academy

Unique Identifier (IRN/Fed Tax ID): 000318

Address of lead applicant: 14440 Triskett Road Cleveland Ohio 44111

Phone Number of lead applicant: 440 925 6365

Email Address of lead applicant: paige.bw@menloparkacademy.com

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

First Name, last Name of contact for secondary applicant: Caroline Zito

Organizational name of secondary applicant: Menlo Park Academy

Unique Identifier (IRN/Fed Tax ID): 000318

Address of secondary applicant: 14440 Triskett Road Cleveland Ohio 44111

Phone number of secondary applicant: 440 925 6365

Email address of secondary applicant: caroline.zito@menloparkacademy.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.

Teri Harrison, Board Chairperson, Menlo Park Academy, 000318, 14440 Triskett Road, Cleveland, Ohio 44111, 440-925-6365 teri.harrison@menloparkacademy.com Dr. Sylvia Rimm, Director, Family Achievement Clinic Clinical Professor of Psychiatry and Pediatrics at Case Western Reserve University School of Medicine, Cleveland Ohio, Tax ID [REDACTED] (440) 929-5800, sylviarimm@yahoo.com Dr. David Silverberg, President, Teach The World, LLC, Tax ID [REDACTED], Adjunct Professor, Ashland University 1193 Bridgeport Drive, Medina, OH 44256 (330) 998-2873, dave@teachtheworld.org Dr. Susan Rakow, Clinical Associate Professor of Curriculum and Development, and Dr. Sajit Zachariah, Dean of the College of Education, Cleveland State University, Tax ID [REDACTED], 2121 Euclid Avenue, JH 210 Cleveland, Ohio 44115-2214 (216) 681-2000 s.rakow@csuohio.edu

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Paige Baublitz-Watkins - Ms. Baublitz-Watkins has worked in education for twenty-two years. During that time she designed and implemented new special education units as well as gifted programming in a variety of public school districts. During a yearlong graduate assistantship in administration, Mrs. Baublitz-Watkins helped to open and administer International Baccalaureate (IB) programming at the Campus International School at Cleveland State University. She has led student groups in national recognition through programs such as Disney Planet Challenge and NASA Long Distance Learning. Caroline Zito-Mrs. Zito is a certified school treasurer working in community school finance for 5 years. She has assisted in writing several grants, and has led implementation and compliance for the following competitive grants: Race to the Top (RtT) and SIG. Teri Harrison - Teri Harrison, MPA Founder and current Board Chair (2010 - present), has experience creating and managing the implementation of innovative projects such as the proposed "Menlo Park Academy: Building a 21st Century Laboratory of Innovation and Excellence". As one of the original founders of Menlo Park Academy, her drive and ambition, as well as her ability to see the big picture and lead a team towards achieving that vision is remarkable. Her talents and collaborative style have allowed her to successfully lead teams of faculty members and parent volunteers on the continued development of our program and school community. Creative and thoughtful scheduling, resource utilization, and student groupings are just a few of her ideas that have helped shape MPA into the excellent model it is today. Dr. Sylvia Rimm - Dr. Rimm has guided families in raising their gifted children for more than 30 years. NBC's Today Show used her as a parenting consultant for 9 years and she advised parents and educators on national public radio for 15 years. Her innovative ideas for guiding parents and teachers have literally inspired thousands of gifted children to learn to their potential and find careers where they could contribute to making our world a better place. Dr. David Silverberg-Teach The World, LLC, is an educational consulting firm that contracts with schools, universities, and non-profit organizations to deliver high-quality professional development and program evaluation services. Dr. David Silverberg is president of this company as well as an adjunct professor at Ashland University's Founders College of Continuing Education. Dr. Silverberg works with school districts across Ohio conducting K-12 Curriculum Audits and facilitating the implementation of new Teacher Evaluation programs. He has his doctorate in Educational Leadership, Administration, and Policy from Pepperdine University (CA) and will be releasing his new book (Rowman & Littlefield Publishers) and documentary (Choices, Inc.) on the topic of Teacher Evaluation in the spring. Dr. Susan Rakow - Dr. Susan Rakow was a teacher of the gifted and gifted program coordinator for over twenty years in a public school district. Dr. Rakow is the author of "Teaching to the Top" (NMSA) and "Educating Gifted Students in Middle School: A Practical Guide" as well as numerous articles in education publications. In addition to being a frequent presenter at state and national gifted conferences, she has collaborated with schools and districts across Ohio on designing and differentiating curriculum and instruction or gifted and advanced learners. She designed, implemented, and taught a multi-age multi-disciplinary gifted program for grades 6-8.

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.

This innovative project provides deep learning opportunities for students with high cognitive abilities. As the only community school exclusively serving the needs of gifted learners in Ohio, we are uniquely

positioned to create a model that can be replicated throughout the state. Our students are identified as gifted using the measures defined by the Ohio Department of Education. At Menlo Park Academy (MPA), we implement gifted education strategies on a daily basis. Acceleration, Ability Grouping, Compacting, and Differentiation are critical methodologies to our program. MPA proposes the refinement of our current rigorous curriculum, which is built on common core standards allowing gifted learners the opportunity to capitalize on their strengths and interests with customized learning experiences. Our STEM Program infuses industry specific curriculum with best teaching practices. MPA students engage in activities that are relevant in the private sector and inspire math/science excitement within our student body and school culture. The proposed project can be viewed as three initiatives, which when combined create the synergy necessary to allow our students the opportunity to thrive. 1. Data Analysis-Achievement and interest inventory data would be gathered to design targeted educational exposure. These opportunities would encompass real world course work in STEM areas as well as performance/arts studio, foreign languages, entrepreneurship, service learning, and sustainable "green" initiatives. 2. Unique Learning Spaces- Utilizing MPA's flexible scheduling model, which provides accelerated, ability-based instruction across grade levels, and enhancing it with spaces that can be easily reconfigured for multiple uses and age groups throughout an instructional day, week, or year to expand targeted servicing potential and optimize student growth. These unique learning spaces will facilitate flexible grouping and appropriate rigor at all grade levels. Technology, laboratory and studio spaces will be designed that are not only physically adaptable to varying class size but equipped to meet a wide range of academic capacity as well. Learning spaces will not be "one size fits all" but dynamic environments for accelerative experiences. 3. External Partnerships- A key element of this process is continued nurturing of partnerships with organizations such as Cleveland State University, CWRU, the Cleveland Clinic, National Park Service, Alliance for the Great Lakes, and others who provide school-based and off-campus learning opportunities as well as professional development for educators. The proposed MPA model would provide students with accelerated and enriched offerings with competent mentors. For example, a 1st grade student with a proclivity for the arts would have courses integrated into the curriculum that incorporate artistic expression. A middle school student interested in the medical field may have core classes woven around that theme with opportunities for mentoring and internships. Our Service Learning Program provides the opportunity for the MPA student engage in community service, exposes them to some of life's most challenging circumstances, while empowering them to use their gifts to be the change they want to see in the world. Our therapeutic counseling model, geared for gifted learners, will provide supports to ensure their success in a demanding 21st century. Schools across the state continue to struggle in demonstrating yearly growth. Under performance leads to growing concerns for future economic stability in our state and country. MPA can inform practice in gifted education through focused, creative instructional strategies with a tightly designed data analysis component.

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.
"Like a rose in an unkempt garden, Menlo Park Academy stands out among Ohio's hodgepodge of charter schools." (Belcher, Ellen. A School for the Gifted, Fordham Institute, 2013) Menlo Park Academy has proven that it can do more for less. We consistently score well on state and national assessments while growing our student body by almost 1,000% (38 students in September of 2008 to over 350 today) since opening not much more than five years ago. MPA is one of the least-funded public schools in the state, receiving only minimum state and federal funds. We deliver quality instruction targeted to student needs. Our proposal creates factors necessary to more fully focus on student interests and needs. Gifted learners come with many strengths and needs. This project would be informed through established relationships with individuals such as Dr. Susan Rakow, Clinical Associate Professor of Curriculum and Foundations at Cleveland State University and Dr. Sylvia Rimm, Director of the Family Achievement Clinic. These partnerships will help MPA support the whole child as well as twice-exceptional learners. Together we will create student-centered learning environments that will build intrinsic motivation to push harder and farther because learning is designed to individual strengths as well as interests. We believe that receiving this grant will help us to establish many of the necessary connections that will elevate us from "only gifted community school in the state" to "premier gifted program in the state." Unique learning spaces will also provide the opportunity for paths of deep learning, growing student potential beyond traditional literacy and numeracy. Movable furniture and technology, lab spaces accessible by varying student ages, spaces designed to increase collaboration or focused individual work would create an environment conducive to flexible-performance-interest based instruction. These practices can be easily replicated by others through analysis of our evaluation tools as well as provision of detailed program delivery standards that MPA is committed to creating. In this way, Menlo Park Academy has the potential to turn value-added around for the gifted and talented learner, to demystify the process of yearly growth. MPA's STEM Program will fully blossom when our budget allows us to purchase dynamic furniture for our math/science STEM classrooms. Classes suited to use this equipment include engineering, robotics, movie making, programming, digital photography and manipulation (as well as animation), bio sciences, and entrepreneurship. Dynamic furniture will provide our STEM classes the ability to truly differentiate by meeting the challenges of adjusting desks, sinks, and chairs to allow all of our children to effectively participate and engage in our interactive curriculum. For example, our engineering and robotics classes would benefit by having drafting tables and work benches that would adjust to appropriate heights for our students, adjustable sinks and washbasins would promote interactive science labs for our younger student body, and sensory furniture that would allow our twice exceptional students the comfort they require while engaging in STEM activities that demand deep concentration. Such spaces (for example, Bretford's iLabs) can typically cost as much as \$40,000 each.

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.

Instructional Capital Outlay- \$200,000 Support Services Purchased Services- 45,000 Support Services Capital Outlay- \$15,000 Professional Development Purchased Services- \$45,000 Professional Development Supplies- \$5,000 Facilities Capital Outlay - \$3,190,000 - budgeted as follows: Facility purchase \$1,200,000 Repairs & upgrades \$120,000 Interiors \$1,200,000 Data & Cabling \$170,000 Furniture, Fixtures & Equipment \$500,000 Facilities Purchased Services Architectural & Engineering \$170,000 Relocation \$115,000 Legal review \$ 50,000

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

3,971,000.00 * 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).

Capital Outlay Instruction-Current technology is on average 3-5 years old. We would plan to upgrade our current supply of net-books as well as to add to our current robotics materials and create a modern high tech environment (\$200,000). Support Services - MPA will engage our partners to study the impact of our rigorous and innovative programming, and our dynamic learning space on student outcomes during the term of the grant, and will engage expert teachers and professionals in various fields to mentor both staff and student (\$45,000), and to lay the framework for continued study during the term of the project. MPA will engage the services of a consultant to locate or create software that will automate the time-consuming task of creating a customized student schedule (\$15,000). Professional Development- MPA will provide high quality professional development to staff, Professional development concentrating on classroom management and serving the unique needs of gifted and twice-exceptional learners will be scheduled for remaining Professional Development days for FY 13 and into June of 2014. MPA believes that this approach can achieve measurable growth in even the highest achieving students, and that other schools will be able to replicate this recipe for success (\$45,000). MPA will purchase supplies to be used for professional development, such as teacher resources (\$5,000). Facilities Capital Outlay- MPA currently leases a 28,000 sq. ft. former Catholic school in the West Park neighborhood of Cleveland. MPA has outgrown the space in 4 short years. MPA has enjoyed great academic success (current Performance Index ranks MPA #1 among all K-8 schools in the state, and the second highest for any district, traditional or charter, state wide). We added a modular unit to the property, but future growth and continued success are now seriously hampered by the limited size of our current facilities. The lease expires on June 30, 2014. MPA is in the process of locating a suitable property that is approximately 58,000 sq. ft. With the help of our real estate agent, we are selecting a developer to create a permanent home so we can reach full enrollment of 450 (\$3,190,000). Menlo Park Academy has proven that it is fiscally responsible, ending FY 13 with a cash balance of \$866,035. MPA is debt-free beyond normal ongoing operating costs. This has been accomplished in spite of the fact that MPA receives only the state per-pupil allotment and minimal federal funding. MPA aggressively fundraises and relies on parent volunteers to ensure that the needs of students are met. MPA's Annual Fund and fundraising activities routinely generate over \$100,000 per year, the majority of which comes from internal stakeholders. In addition, parents pay an annual materials fee that provides supplies and enrichment activities such as curriculum-aligned field trips, contests, in-house programs and activities that have become an integral part of our school culture. The school has put in place innovative, customized programming that encourages gifted students to thrive. It is clear that the state of Ohio understands the nexus between appropriate facilities and student success. In 2013 the Ohio Facilities Construction Commission leveraged \$406 million in state funding to complete \$1.7 billion in school facility funding. Community schools are specifically excluded from accessing this fund. Menlo Park Academy intends to purchase larger space and convert it into a dynamic learning environment, using flexible spaces, furnishings, fixtures and equipment that can be easily and frequently moved around to accommodate many different groupings of multi-age students. Our current space is not conducive to optimized learning. Budget for new facilities \$3,525,000. MPA will commit \$34,000 annually of funds reallocated from rent payments to sustain the partnership work over the remaining term of the project for at total of \$136,000.

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.

34,000.00 * 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.

This project is specifically designed to take maximum advantage of grant dollars to create the necessary learning environment to allow MPA to show measurable growth in student achievement amongst gifted and talented students. In the proper environment and with the right supports in place, we will build on our current success within the time frame of the grant and build in-house capacity to continue our success beyond the timeline of grant funding. MPA anticipates recurrent costs for support purchased services in the amount of \$34,000 annually. However, since MPA will no longer have a monthly rent payment, these costs will not increase total expenditures in later 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.)

MPA anticipates that the implementation of the innovative project will be revenue neutral. Should MPA receive full funding to make this project happen, there will be a savings of approximately \$109,000 per year in facility lease costs. MPA pledges to use \$34,000 annually of these costs savings to continue the important work of the grant with its support purchased services partners. The balance of the savings would be used to pay for anticipated increased utility costs (estimated at \$50,000 per year) and the creation of a property maintenance fund to manage maintenance costs of this larger facility (\$25,000 per year).

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that

will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The program is self-sustaining because the project is in essence an optimized version of MPA's current program, in a facility better suited to our needs. MPA will use professional development funds provided by the grant to build in-house expertise to continue the initiatives beyond the time frame of both the grant and the project. MPA is requesting the seed funding to take this already successful model to the next level. The achievement of Phase I of this project will provide the foundation for a replicable model that can be implemented in Phase II. At this new facility MPA will be able to immediately scale up to full enrollment of 450 students, which will further enhance sustainability of the project.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/03/2013

* Narrative explanation

On 10/03/13, the school facilities committee interviewed the first prospective developer candidate for building purchase and conversion project. The school facilities committee consists of several board members, administrative staff and parents (with expertise in construction/architecture/space planning). Prior to this date the school facilities committee had been visiting prospective facilities with their commercial real estate agent. Currently a Letter of Intent (LOI) by the school to place an option to buy a suitable property is under review by the school's attorneys with plans to approve LOI and move forward by month's end. MPA has hired Dr. Douglas Clay of Candor, LLC to conduct a data audit of OAA and in house testing (IOWA, EXPLORE, PLAN) results for MPA focusing on dis-aggregation of student data, trends, and cohort analysis over multiple years. Dr. Clay has completed data analysis and graphic displays of student achievement data for 34 Northeast Ohio School Districts and ESCs. The results of his baseline analysis will be available by December 22, 2013. In early 2014, Mr. Clay will meet with faculty, staff and building leadership to present the results. A review of value-added methodology and growth measures as used in school reform efforts will also be addressed. He will also create student growth measures for individual students using OAA data from the 2011-2012 and 2012-2013 school years; including aggregate progress measures to investigate variance. He will lead discussion into possible explanations and prescriptions for growth variance. During this same period MPA will develop Professional Development deliverables with its educational partners.

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

* Narrative explanation

The implementation timeline for facilities timeline begins on 01/01/2014 and ends when the school opens in fall 2014. This timeline is tight and requires that the board approve the facility purchase and development plans by late December 2013. Once the facility has been secured by MPA, renovations will begin in January 2014. Hardware, furniture, technology selections will be made and purchase orders will be prepared to encumber funds prior to June 30, 2014. The programming implementation timeline is as follows: Beginning in January 2014, MPA will begin focused outreach to community organizations to build mentor opportunities. At the same time, MPA will continue its curriculum audit and development with partners based on December data analysis. MPA will begin the development of whole child therapeutic support model and will schedule parent information and involvement events in conjunction with its educational partners. Several members of administration are scheduled to attend a scheduling conference in February. This will begin the process of finding a suitable program or vendor with the capacity to create customized student schedules. Meetings between mentors and staff will begin. In March, mentor partnerships will be initiated, above grade level testing all grades for data comparisons will take place, and Interest and career assessments will be administered to students. Scheduling software selection will be made and key staff will be trained in using the system. April: Implementation of Mentor PD program and Technology PD will begin. A flexible/enriched student schedule for 2014-2015 will be finalized. May: Mentoring & Technology PD continues Whole child therapeutic model PD begins June: Physical move to new spaces Staff PD on curriculum and mentorships Community Open House Publication of historical evidence and data baseline for program replication. July-August Final preparations to open school The biggest obstacle that we anticipate is the construction/remodeling timeline for the new facility. We are actively working with professionals in the field with compliance expertise to ensure that MPA will be ready to open in time for the FY 15 school year. We also envision meeting some resistance from staff and parents about the move. Ongoing communications from the Board and the school administration including informational meetings will be scheduled to mitigate any concerns. We are fortunate to have an active engaged board a parent community that bring a wealth of expertise and knowledge to this project. They are committed to the success of this school and determined to remove any obstacles to success. They are well connected to the Cleveland community.

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

* Narrative explanation

Detailed program monitoring through university partnerships for first full school year will have been completed, as will data Collection using on grade level and above grade level testing. Program delivery modules will be standardized and ready for replication. Due to the fact that our project aims to perfect current practices we do not foresee any other major roadblocks to success in those areas. We have partnered with proven experts with whom we have existing relationships. We are excited to see MPA move to full implementation of its mission and vision. We have the capacity to implement this project to its full potential and in doing so to become known as the leader in successful gifted education in Ohio. This is a community school that has already had tremendous success. Our program is unique and promising. What we need now is support to reach the next level.

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

MPA currently provides above grade level instruction with accelerative options. We offer course work in STEM areas such as robotics, movie making, engineering, high school biology, and mathematics up to algebra II. This year we initiated exposure courses in six languages and multi-media arts courses. This is just a small sampling of what MPA has been able to accomplish with minimal resources, creative thinking, and flexibility. Our community of dedicated families commit to a minimum of five hours of volunteering per month which creates a school community dynamic that is unmatched. The commitment of parents, teachers, administrators, and partners to growing gifted learners is the key to how Menlo Park Academy has achieved so much in such a short time. The expected changes to our current organizational practices at Menlo Park Academy are large. This proposal would change the physical dynamic of our facility, creating instructional spaces that would allow for improved accelerative offerings. And in this process create new scheduling and data collection processes necessary to use them effectively. Instruction will become more targeted and accessibility across grade levels to in depth exposures will increase. Our teaching staff will gain higher levels of expertise needed for this process through professional development opportunities and partnerships with local universities and organizations. Through a three-pronged approach of facility updates, scheduling improvements, community partnerships based on data, Menlo Park Academy will become a more robust learning environment; one that incorporates research-based best practices to demonstrate student growth in tangible and measurable ways.

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.

The dilemma that many school districts face across the state is how to grow top achieving students in a purposeful and measurable way. Menlo Park Academy offers a unique opportunity to study the impact of intensive personalized learning opportunities that are grounded in educational best practices. Research in this area clearly demonstrates that "highly talented students profit greatly from work in accelerated classes and out-perform non-accelerates by an average of one full year." in addition "curriculum designed to broaden and deepen their learning outperform...by four to five months."(Kulik, James. An analysis of the Research on Ability Grouping... National Research Document. The proposed instructional model would build on the research-based factors known to demonstrate growth in gifted learners. Creating unique environments, scheduling that is flexible not fixed, and in-depth learning opportunities geared to data-driven student needs is an innovative strategy for success. Not only will Menlo Park Academy be able to demonstrate student achievement but the mobile, multi-use layout of learning spaces will allow for a greater share of resources to be distributed among grade levels.

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

Yes

No

22. If so, how?

Yes, this project is able to be replicated. It provides optimal use of flexible-performance based grouping, innovative spaces for cross curricular and grade level instruction, and establishment of high quality mentoring partnerships in intellectually demanding fields of study. These aspects could be easily replicated by districts targeted for varying degrees of size based upon population served or by similarly specialized community schools. The data collection and analysis component of this program delivery model will ensure that techniques demonstrated as showing growth are easily identified for accuracy of replication. Staff time will be dedicated to recording instructional practice and outcomes. Working with our partners, MPA will use accurate and valid testing measures to gather data on student outcomes. The capital outlay for this project is start up in nature, creating unique spaces that meet rigorous instructional requirements as well as professional development for staff through mentoring. Human capital outlay at initiation of programming lies in developing relationships with community partners as well as curriculum development and documentation.

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

The substantial value to investing in gifted and talented education in Ohio is the payoff of growing the intellectual capacity and talent level of our future graduates. Menlo Park Academy has the opportunity to provide the tools to assist not only our current students but students throughout the state in helping them to reach their fullest potential. This will be done by creating baseline on-grade as well as above-grade level testing that can be compared with future growth measures. In addition a program delivery model will be created with university partners to ensure replication of services. Our intent is not to meet the Common Core Standards but to exceed them in ways that can be measurable not only in the short term but longitudinally as well. Creating spaces that allow dynamic instruction and deep learning as well as community partnerships with leaders in fields of sciences and arts to guide students in their passions is best built on research-based best practice. MPA has, and will continue to be, successful with minimum state dollars. However, in order to fully explore the potential of our current program strategies, we require spaces which allow for new approaches and professional development that enhances student opportunities. With support from the State of Ohio, Menlo Park Academy and its' partners have the potential to assist gifted students not just within our own walls but those in the entire

Ohio community as well.

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.

Year 1: Secure and retrofit new facility; complete staff PD initiatives; implement new scheduling software programming; analyze student data to create baselines; secure mentorship commitments from outside partners. Publish program module guides in areas such as STEM, Mentorships, Counseling. Fully develop curriculum and course guides. Year 2: Administer school-wide student assessment measures, analyze results and compare to baseline data, perform gap analysis to inform program delivery; integrate program standards with OTES protocols aligning practice and assessment of instructional staff. Refine curriculum based on data analysis. Year 3: Reassess and refine program based on prior years' data. Solicit feedback from all project stakeholders. Re-evaluate current partnerships and look for opportunities to expand and refine. Adjust program delivery where needed. Year 4: Reassess and refine program based on prior years' data. Solicit feedback from all project stakeholders. Re-evaluate current partnerships and look for opportunities to expand and refine. Adjust program delivery where needed. Year 5: Reassess and refine program based on prior years' data. Solicit feedback from all project stakeholders. Re-evaluate current partnerships and look for opportunities to expand and refine. Adjust program delivery where needed.

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.

MPA will monitor progress towards short term objectives by administering the following assessments annually: IOWA Acceleration Scale, PLAN, and EXPLORE at above grade level State mandated diagnostics in reading, writing and mathematics at primary grade levels OAA's grades 3-8 Conditions of Learning Inventory Interest Inventories and Career Cluster in the PLAN and EXPLORE assessments The data will be used to refine curriculum and adjust students' schedules based on performance and aptitude. The long term objectives will be measured by an analysis of yearly data compiled to track individual student growth during their tenure at MPA as well as assessing overall program delivery through grade level and building-wide performance measures. Community schools are dynamic organizations by nature and have the distinct advantage of being able to adjust programming rapidly based on analysis of program delivery outcomes. Longitudinal study of current 6th & 7th Graders/current course work and college plans.

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. Caroline Zito, Business Manager, Menlo Park Academy 10/24/13