

Budget

Premier Academy of Ohio (000938) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (137)

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		26,000.00	6,240.00	0.00	8,000.00	39,000.00	0.00	79,240.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00
Prof Development		0.00	0.00	5,000.00	3,000.00	0.00	0.00	8,000.00
Family/Community		0.00	0.00	800.00	3,500.00	0.00	0.00	4,300.00
Safety		0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	500.00	0.00	0.00	0.00	500.00
Total		26,000.00	6,240.00	9,800.00	14,500.00	39,000.00	0.00	95,540.00
Adjusted Allocation								0.00
Remaining								-95,540.00

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: Achieve Success

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.

Premiere Academy would like to develop a school within a school where eighth, ninth and tenth graders are members of an internal Prep Academy whose purpose is to prepare them with prerequisites to advance to the internal Grad Academy. The Grad Academy will offer college credits to students through Columbus State Community College. At graduation, students will have earned 25 college credits and already be enrolled in Columbus State's program for a seamless transition for the upcoming fall quarter.

110 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Hydia Green

Organizational name of lead applicant: Superintendent

Unique Identifier (IRN/Fed Tax ID): 000938 [REDACTED]

Address of lead applicant: 1555 Elaine Road Columbus, Ohio 43227

Phone Number of lead applicant: 614 501 3820

Email Address of lead applicant: hgreen@pao-online.com

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

First Name, last Name of contact for secondary applicant: Todd Biehle

Organizational name of secondary applicant: Lead Teacher

Unique Identifier (IRN/Fed Tax ID): 000938 [REDACTED]

Address of secondary applicant: 1555 Elaine Road Columbus, Ohio 43227

Phone number of secondary applicant: 614 501 3820

Email address of secondary applicant: explorertb@yahoo.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.

N/A

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.

Hydia Green has dreamed of a career working with children and families to make an impact on the quality of their lives. Having a Masters of Business degree from Kennedy-Western University, she worked in the field of Finance and Marketing. Ms. Green knows first hand knowledge of what it takes for students to be successful in the workforce. Her work in Community Development enabled her to develop internal and external communication pathways, promote business affairs and increase community and media outreach. This makes Ms. Green a unique person to coordinate program design and implementation. In her work as a Court-Appointed Special Advocate and as a Board Member of Voices for Children, she witnessed first hand the need for school programming to shape the future for children. As a Big Brother, Big Sister Volunteer, as well as, being a teacher volunteer for Junior Achievement, she was compelled to return to school to gain licensure in Education. Licensed in Integrated Science and working for two different large urban districts, Ms. Green sought a position that allowed her to find her passion of working more closely with children at risk of becoming lost in the educational system. She found that position at Premier Academy and taught Science for two years before being asked to assume the leadership role by her Governing Board after acceptance into Educational Leadership at the American College of Education. She is in her second year as the Superintendent of Premier Academy. Last school year, under her leadership, Premier had the largest graduating class in PAO's existence. Todd Biehle, Lead Teacher and Intervention Specialist, works as the chair of the staff leadership team. His experience with students K-12 enabled him to see the needs of students at every level of their educational experience. Prior to teaching Mr. Biehle worked with developmentally disabled adults in residential settings. This affords him the knowledge to know the needs of young adults in semi-independent living settings. He has worked in both private and community schools. Using non traditional teaching and testing measures, students in his classes, who had a history of failure, were successful in school. As a teacher of over 75 students at an on-line school, he saw potential in the power of technology in the learning environment, however, most students struggled with the guidance of hands on teachers to assist them. Mr. Biehle is in his second year with Premier Academy. He uses every avenue to teacher his students, including pull out, co-teaching, credit recovery, alternate assessments and project based learning. Mr. Biehle is well liked by the students and a leader on the staff. His positive approach to teaching motivates students to want to attend school and achieve.

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.

Premier Academy currently is a struggling Community School on Columbus' east side. Declining enrollment and poor performance on state tests are evidenced on the State Report card resulting in an "F" ranking. Premier is known in the area as 'the school to attend when no other school will accept you.' With new Administration and several newly hired staff, the school's leadership, along with the enrolled students want to change this. Much research and planning has occurred over the summer months and into this school year and it is believed that with a focus on achieving success for all students, the school can rise up and become an example of a school that has high levels of academic success for its students. This change will prepare them to enter a 2 or 4 year college. Currently, Premier has entered into an agreement with Columbus State Community College so that students can earn college credit. However, a structure for how to make that happen has not been put into place. With the assistance of the funds of the Straight A grant, the 6 subject area teachers, 2 intervention specialists can develop a four year program that will allow the students to focus on preparation to pass the OGT and take the courses needed for high school credit and college credit concurrently. An additional business tech teacher is also on staff that is licensed to teach both high school and college level courses. The strong leadership and background of the current Superintendent/Principal will help to drive the planning and implementation of a focused program for the students. Since over 90% of the students are of poverty backgrounds, many must work outside the school day to get much needed funds to support themselves and their families. Only 4 students in the school come from a traditional two parent home. On a recent survey, less than 3% of parents attended college and less than 60% earned high school diplomas. Therefore, the team believes that the college courses must be embedded into the school day. The

college/high school experience would be blended into one site; Premier Academy. It is the believe by the team that if the internal structure of high school was reconfigured, then the staff and students would have a dedicated plan to set goals to pass state mandated tests and then move to more intense college courses. A Prep Academy would be developed for eighth, ninth and tenth graders. Students would be assigned to an academic coach to assess, guide and provide individual assistance to prepare for the OGT. Rather than students floating from class to class and having no connection or overriding goal, they would have a team of staff members working together to integrate lesson planning and courses that connect for the learner. Five college credits would be earned during studies in the Prep Academy. This would give students the pride that they can achieve at college courses during their high school years. Keyboarding and College and Career Exploration would be taken as college level work. A high school elective credit would also be earned. These courses would be the foundation for their Grad Academy years. The Grad Academy would be designed for 11th and 12th grade students. They would now be focused on completing required courses for high school credits while taking Interdisciplinary Business, Intro to Marketing, Entrepreneurship and Employability Skills for 20 college credits. These would act as elective credits for high school. The SAT would be required (waivers are in place for all students). Students in 12th grade would be eligible to be placed in a field course, for credit, (Finance Career Field Course). Working with counselors at CSCC and area business, senior students would be interning in an actual workplace setting. The school would visibly be different and take on the college demeanor needed to have the community see that the students are enrolled in college at school.

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. Student achievement will be met by expanding student opportunities to think outside the box. When the teachers, staff, families and students share a vision, student achievement has a focus that makes sense to everyone. With the utilization of the resources that will be provided from the Straight A Fund dollars, excitement will be generated throughout the school community. Incorporating technology into the school day to take college courses will enhance the learning experience. Students who have never had access to technology will now have a motivating avenue to complete assignments.. Opportunities for staff training and parent learning will increase. The ability to teach the students at school, while continuing the lessons at home will add a new dimension to the child's academic success. Teachers will have the ability to participate in high quality professional development. Workshops, out of the school building events, contracted professionals, and college and career specialists will be implemented in staff training and development. By including research based lesson planning and core curriculum implemented materials the teachers will teach smarter not harder. Incorporating the latest development in research based strategies will give the school the needed boost to be a 21st century learning environment. Teachers are not the only individuals in the school building that will have ongoing professional development. Administration and supportive staff will also undergo rigorous training to understand the implementation of the Straight A Fund dollars. Through the purchase of tablets and netbooks with Straight A funds, further spending from the general budget will be reduced. Also, by using the programs available through numerous web sites, ie Study Island, costs for after school tutors will decrease. Additionally, the students will be able to remotely attend classes without the need for transportation costs to get them to and from campus. After the initial staff developments, As the staff knowledge grows they will be able to train incoming staff effectively reducing spending in the future. High Quality Teacher Leaders that lead professional development is a cost effective way to build knowledge within the educational staff. The use this technology, coupled with a college licensed staff member gives Premier a unique resource. Not only can she serve students, but her knowledge and expertise allow her to provide information to families about the college transition process. College nights will become a normal part of the schools attempt to involve parents. These will be coupled with other school events to maximize the attendance at parent/teacher conferences and school programs.

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.

Premier understands that if awarded the Straight A Fund grant, that we have to be able to sustain the program beginning in Fiscal Year 2019, and we estimate the cost to sustain this program will be approximately \$20,000 annually. We believe that as a result of the increased technology and program focus that the Straight A Fund will provide, that we will be able to: 1. Bring new students to achieve our growth goals each year. The newly enrolled students will enable Premier to use these dollars in the district to sustain the program. Our projected goal is to increase by 50 students in three years. The school will realize additional spending per student for each FTE that the Straight A fund will bring to the school. 2. In our forecast we have budgeted for Capital Outlay. We know that we annually spend a portion of this on capital outlay for technology purchases, both for equipment and infrastructure. We estimate that \$10,000 of this budget will be saved as a result of the technology improvements provided by the Straight A Fund. 3. We estimate that the training provided by the Fund will offset some professional development costs we have incurred in the past and will in the future. We believe all the above items will be more than sufficient to offset more than \$20,000 in sustainability costs.

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

95,540.00 * 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).

Premier Academy would like to use Straight A grant funds to create an blended high school and college learning environment that cultivates student achievement and allows students to earn up to 25 college credits by time they graduate from high school. In order to cultivate the blended learning model we will need to invest in technology, professional development, family and community support, supplies and capital outlay. These investments will help ensure that the blended learning model is not just a stage but embedded into our best practices. In order for the Prep/Grad Academies to be a part of our best practices we would like to have personnel from Columbus State Community College work with our staff, students and parents. Additionally, they would supply speakers to provide information to students and families. We would want our families to feel safe coming to the school after dark, thus security will have to be provided at evening events due to the high crime of the area. Transportation for students to attend these evening events would also be needed. To enhance our school and encourage parent and community attendance, college posters, pennants and other materials would need to be purchased to give the visible look of a blended college/high school environment. The school would also provide families with study guides and materials to enhance learning at home.

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.

10,000.00 * 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.

-Continued staff development would have to occur to refocus the existing program. - Upgrades to our web site and print materials would be required to communicate our vision and practice to the community at large. -The maintenance of new technologies would be utmost in program success. We believe this would incur additional costs of about \$10,000 to the existing budget.

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

25,500.00 * 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.)

The expected savings that will result from the implementation of the innovative project are as follows: 1. Teachers will acquire the skill and knowledge to become teacher leaders through the professional development training that they have obtained. These teachers will be able to then create and implement professional development that will be done on an internal basis. Outside sources will be minimized for training of new staff members. 2. All materials, once purchased, will be utilized and not have the need to be purchased again. This includes items such as curriculum based books, movies, and supportive resources. 3. Once the technology provided by the project is in place it will decrease the need for new technology to be acquired in the five year forecast. 4. Community and family services will be established through partnerships in the community. Within these partnerships costs can be shared or services traded. Family members may be trained to teach parenting classes and coordinate community oriented events. 5. Supply costs will be absorbed in to the general funds budget due to the increase of student enrollment as a result of the implementation of the innovative project.

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.

Sustainability is essential after the Straight A Fund dollars have expired in Fiscal Year 2019. It is imperative that the programs, materials, and partnerships extend past the five year forecast for it to be a success. Sustainability is estimated at approximately \$10,000 annually. Any new or recurring costs such as technology and materials costs will be absorbed into the general budget. As a community school we are able to bring in new students to achieve our growth goals. Families want to have innovative opportunities for their children. We will be able to provide this through the Straight A Fund. With the increased enrollment, the program cost will be offset. We believe that there will be sufficient funds to exceed the sustainability of the costs to offset the Straight A Fund.

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): 12/18/2013-08/30/2104.

*** Narrative explanation**

Premier Academy is committing to the full grant timeline. In the early stages, we anticipate that it will take 2-3 months to advertise and announce to the school community and the neighborhood areas that we serve that the grant was funded. Through the Suburban News Publications, Premier will advertise the current success of the school and couple it with the college/high school concept. The web site for the school will have a visible presence for the award. Newsletters will be mailed to parents and stakeholders. Information sessions will be held inviting parents to be partners in the process for implementation. Committees heading up the planning for implementation will be formed by both appointment and volunteers. Planning sessions will be held weekly, due to aggressive timeline for second semester implementation. School assemblies, class meetings and information sessions will be held with staff and students describing the scope of the grant and the positive implications of the funding. Columbus State has been instrumental in working with the school to begin the program A signed contract is in place that outlines the responsibilities of each school. Prior to Winter Break, students will have selected their courses for second semester. All students in the Prep Academy will be scheduled for one introductory college course. Grad Academy students will begin with the lowest level marketing course. A barrier might be access to technology. Net books and tablets will be ordered as soon as bids are received and the Treasurer and Governing Board can grant approval for the purchase. The existing computer lab will be used in the interim. Throughout the entire time of the grant, planning committees will meet, starting with weekly sessions and changing to monthly sessions when the early planning is implemented. Staff Development will also begin as a part of the school's weekly staff meetings. Print materials and school branding will be developed with the aid of a graphic design company.

Implement (MM/DD/YYYY): 01/21/2014-06/30/2019

*** Narrative explanation**

Beginning second semester, Phase 1 of the project will be implemented. This phase is to introduce students to the idea of a blended environment. They will work with staff to understand the credits gained. The school will develop a 4 year timeline of studies for students enrolled in the school. The Grad Academy will not feel the full effect of the effort, however, they will be able to earn some college credit while still in high school. They will also apply to Columbus State for acceptance. Staff will be implementing the best practices learned during professional development. The staff will work to transition the school climate from traditional high school setting to that of a blended program. Communication with the community will continue. College night will be offered in March for all students and families. All juniors and seniors will be required to prepare for and take the SAT. College counselors will work with students in their classrooms to complete tasks needed. By graduation, students receiving college credits will be recognized at a special ceremony. Summer professional development will occur so that a 4 year plan can be prepared and printed for the upcoming school year. Speakers will facilitate these sessions to guide staff into the development of a comprehensive program. Beginning of the 2014-2015 school year, students will be fully immersed in the blended program. Ongoing monitoring and adjustments will be made to enhance the program. At the end of each school year, students will be recognized for their achievements in meeting the components of the program.

Summative evaluation (MM/DD/YYYY): 07/01/2019-12/17/2019

*** Narrative explanation**

Opportunities for staff training and parent learning will increase the ability to teach the students at school while continuing the lessons at home. Teachers will have the ability to plan for and participate in high quality professional development. Workshops, out of the school building events and trade shows, contracted professionals, and college specialists will be implemented in staff training and development. By including research based lesson planning and core curriculum implemented materials the teachers will teach smarter not harder. Evaluation sessions will be held with the primary planning committee. Stakeholders, including parents, staff, students and partners will have the opportunity to complete anonymous surveys throughout the course of the grant. Input is crucial in planning to enhance the experience for all. This information will be used for continued planning and implementation. The true test of success will not only positive feedback but the emotional support received by engaging in a life with life goals set. State Report Cards, student achievement, teacher job satisfaction, robust attendance at events are a few of the indicators of success. It is anticipated that there will be a wait list of students wanting to attend Premier. The school will be a flagship that shows the pride of those that live and work in the area. The overall impact of the blended program will be the starting point of many happy and productive students. It is with this solid educational foundation, that important changes can and will be made within the community. Included in these are increased graduation rates and a plethora of activities for families to engage in the community, as well as, school to college transitions. Many of our students will become first generation college graduates.

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

By implementing the Prep and Grad Academies within the school, students will feel a sense of purpose while working toward graduation. By defining the course work needed to progress through school, students will be active in setting achieving goals for their learning. Studies show that students that set goals have a better change of success. Being a passive learner and taking courses that are assigned is the process in place presently. Transitioning to a program where students invest in, and commit to a choice they are active in will result in higher levels of achievement. - By partnering with Columbus State, Premier students will gain courses that will give both high school and college credit. Students will earn 5 college credits during their first three years and also gain skills needed to excel on the OGT and other state tests. The transition into the Grad Academy gives students a sense of accomplishment and will begin the journey to high school graduation. By graduating with 25 college credits, students will have the prerequisite courses to transition to the Columbus State campus in the fall and continue to earn an Associate Degree. -Using tablets and netbooks allow students the freedom to be participatory learners. Having the technology at the school eliminates the need to travel to Columbus State's campus. Distance Learning will allow students to work at different rates. They will receive guidance and support at the school level from the staff. Having a dual licensed staff member will result in all students earning college credit. Students can elect to either use the public library or home computers to supplement what is done in the classroom. -Through focused and intensive professional development, staff will become effective teachers. The staff works hard, is caring and dedicated to the students. Coupling this passion with effective programming will guarantee success for the school. -As a result of the above plan, the school will attract more students to meet the growth goals set for the school. Additionally, the school will be able to meet additional indicators on the state report card due to higher pass rates. The drop out rate is expected to decrease.

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.

Blending college and high school is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. This concept of blending high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the beginning years of college. Recognizing the need for central Ohio to foster a more educated workforce to meet the demands of our changing economy inspired the creation of this innovative partnership with Columbus State Community College. Our communities will increase the number of first generation college graduates, equipping them with the education and experience they need to succeed in life and family-supporting careers. By engaging first-generation college-bound students to complete a rigorous curriculum, supported by technology, that is clearly aligned to student interest and state standards. Flexible course work will be provided in a challenging and supportive environment with an applied learning focus that provides students a structure that enables them to earn their high school diploma and to overlap those efforts with those needed to eventually earn an associate degree, leading to a bachelor degree and employment. There are many rewards for the school and the students including: -A relaxed and controlled introduction to college life. -The advantages of a small, supportive learning environment. -State-of-the-art college environment; laboratories, interactive distance learning classrooms, computer labs, library/learning resource center, and outstanding faculty. With increased achievement and success, new students will enroll in Premier Academy. The impact on the five-year forecast will have years of increased savings for our school. Academic achievement measures will quickly bear the success of the efforts made to create a positive environment for learning.

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

Yes No

22. If so, how?

This program would be easily replicated in other districts in Ohio. Most areas have access to Community Colleges who are eager to tap into school resources to better prepare students for college. Premier will make available all documents and plans developed for implementation of the project. The leadership team intends to share the growth and success at local and state conferences. The website will reflect videos describing the program and its goals. PDF files will be accessible through links on the website. A binder of forms and professional development materials will be available for schools requesting them. All materials, such as brochures and flyers will also be available for others to implement.

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

-High school diploma and up to 25 hours of college credit, tuition free. -Access to higher education for a broad diversity of high school students, even those who might not have seemed likely to graduate and go to college. -High attendance rates, excellent student promotion rates, and access to college level course work. -Small classes and individual attention. -Smooth transition between high school and college, supported by faculty and professors committed to helping students from diverse backgrounds achieve success. -A unique path to an affordable college education for motivated students. -Improved Report Card Ratings

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.

Benchmarking will bring accountability to Premier Academy to measure the areas of success within the framework of the Straight A Fund. Benchmarks allow for teachers and administration to evaluate how well students are absorbing their education. Premier also recognizes that children must receive intentional instruction in the core academic areas as outlined in the Ohio Department of Education Academic Content Standards. Additionally the achievement will also be measured by: - Attainment of high school and college credits concurrently - Success and transition: decreased dropout rates, completion high school and transition into college - Increased parental participation - High levels of staff development including planning, evaluation and steering of school educational program - Increased resources and structures for improved educational expenditure per student

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.

Premier Academy understands and appreciates the importance of carefully developing a comprehensive marketing strategy that will enable the school to meet its student population projects. If the grant is approved, the management team will invest in the creation of a comprehensive branding, marketing and advertising strategy to raise awareness of the pending changes and mission of the school

throughout the community and to meet or exceed our projections for enrolled students. A key component to the building of a cadre of teachers that will enable the school to achieve excellence will be an extensive and intensive dedication to professional development. The most effective professional development is specifically tailored to address student needs, to highlight proven and emerging methods to move students toward excellence, and to helping teachers become masters of their crafts. Finally, the faculty will need to be culturally aware enough in order to recognize and intervene early with obstacles that can impede the academic achievement of students. The school must provide easy access to summative assessment data cross-linked to individual student performance benchmarks; parent contact information; be data import and export friendly so that data can flow from and into other applications that the school uses and include a sub-application to allow parents to be able to securely log in and check their child's progress. The planning team is willing to execute changes at any stage of the process to meet program objectives.

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 Hydia Green, Superintendent ~ Premier Academy ~ 10/24/2013