## Budget

Renaissance Academy (011439) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (536)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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In the fall of 2008 the project won “Best Innovative Practice of the year,” awarded by the Ohio Alliance of Public

Renaissance Academy (011439)

Application

1. Project Title: Digital Professional Learning Network: Connecting Teacher educators to the Learning Network

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question il seek to achieve. Please limit your responses to no more than three sentences.

The Digital Professional Learning Network (DPLN) is a way for the educators and learners to collaborate digitally anytime and anywhere with high-quality job-embedded localized professional development. We focus on helping teachers transfer digital/blended learning professional development to 21st Century classroom learning tasks. This blended learning professional development approach amplifies a Common Core culture and climate built for thinking and learning. The Digital Professional Learning Network (DPLN) plan will improve academic achievement by providing students with 24/7 access to high-quality and standards aligned open-source digital content. This project will also support the school’s goal of a substantial spending reduction realized over the period of a five-year forecast by reducing the cost of the current textbook purchases, resource allocations and staff training.

3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Sharice L. Martin
Organizational name of lead applicant: Renaissance Academy
Unique Identifier (RNN/Fed Tax ID): N/A
Address of lead applicant: 4300 Kimberly Parkway
Phone Number of lead applicant: 614 866-7277
Email Address of lead applicant: rsmartin.97@gmail.com

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

First Name, Last Name of contact for secondary applicant: Kevin Massa
Organizational name of secondary applicant: N/A
Unique Identifier (RNN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: kevin@masssolutionllc.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.

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.

Sharice L. Martin, Executive Director/Principal As a previous administrator of an innovative and quality charter school in Newark, Ohio, Par Excellence exhibited continual growth under Sharice’s leadership. When the door first opened the school had 49 students by the fourth year enrollment increased to 152 students. One of Sharice’s greatest professional accomplishments was her success in establishing a state of the art “Student Educational Lounge,” which has received local and state recognition. In the fall of 2008 the project won “Best Innovative Practice of the year,” awarded by the Ohio Alliance of Public Charter Schools. In 2006, she was selected by Harvard University’s John F. Kennedy School of Government in Executive Education to participate in the program “Strategic Management for Charter School Leaders.” In 2009 Sharice was appointed by the U.S. Department of Commerce National Institute of Standards and Technology to serve as an examiner for the Malcolm Baldridge National Quality Award Program one of the most prestigious awards given to an organization within the small business, health, industry, and education sectors. Sharice became the administrator of The Renaissance Academy, a School for the Multi-Media Arts formally known as Providence Academy for Student Success in 2010. During the second year of her tenure (2011-2012) state assessment scores went up by 20%. She is also occasionally employed as an adjunct instructor for Central Ohio Technical College where she teaches various composition and communication classes. Sharice is an alumnus of the University of Phoenix where she received a Master’s in Art in Organizational Management. She received a B.A in Organizational Communication from Wittenberg University. She also completed the Massachusetts Institute of Technology (MIT) Executive program through the Sloan School of Management where she received a certificate in “Strategy & Innovation, May of 2008. In 2011 she was selected to participate in the Art of Leadership Institute through the Harvard Graduate School of Education Displaying a wide range of interests, Sharice is deeply involved in public service, as well as community organizations, where she serves in a variety of leadership roles. Sharice’s important contributions to a myriad of boards and committees are a testament to her drive and passion for effective positive change. Liberty Leadership Development (LLD), Leadership Development, LLC is a comprehensive school improvement organization focused on innovative and strategic alignment of academic content; Implementation of rigorous job-embedded pedagogy; Building internal leadership capacity through the engagement of ALL stakeholders. Our job-embedded professional learning and implementation system has engaged educators in 11 countries and 13 US States. Schools that focus on students, often yield the highest academic results. Our comprehensive approach focuses on content, pedagogy and engagement. With the appropriate supports and tools, teachers and leaders will be able to maximize their practices; therefore, exceeding the school’s Continuous Improvement Plan.

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.

Problem: As school districts are moving toward digital solutions and educational technology, the ability to scale training for digital implementation of learning strategies often falls short with teachers. Districts can enhance content offerings and improve student learning while also saving money by switching to digital content. However, training teachers to implement digital learning strategies can help support the school district’s 1:1 initiative and academic intervention strategies. Solution: This project proposes to move the district from a textbook based system to one where digital content is provided through mobile devices to promote learning that can occur 24/7, with the overarching pedagogical approach of flexible, personalized, student-centered learning with students driving their learning. The goal of DPLN is to launch and assist schools in the implementation of innovative, research-based, field-tested, and sustainable digital instructional practices by teachers. We believe that knowledgeable and experienced teachers integrating digital technology are the key to providing the essential knowledge, skills, and practices that enable students to develop 21st century learning outcomes. The transfer of
**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.

Subsection C has been uploaded.

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

- 395,397.20 * 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, RTT money, local funding, foundation support, etc.). It should provide details on the cost of items included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

At the district level, consortia members have included the purchase of mobile devices for each student for grades k-12 at an estimated cost of $800 per unit totalizing $100,000 and laptop computers for each teacher at $900 each for a total of $16,200. Costs in the budget include cost of license fees for access to blended learning digital course made available through the DPLN. $145,000 is provided for 220 seat licenses for content for the term of the grant. Additionally, an allowance is provided for $50 per student for the purchase of digital learning tools/apps available through DPLN platform from various vendors. $100,000 will be allocated for expenditures on digital content will be made to place more resources in the classroom. Training for the use of the DPLN and implementation of learning strategies is available through Liberty Leadership Development. Cost for face-to-face Professional Development session for the school is estimated at $12,200. Staff will receive $1,140 per staff member which will be used to convert job-embedded digital professional development to college credit for continue education credit and licensure renewal. Additional PD costs at the district level are estimated at $22,800. An external third party, to ensure objectivity, will provide program evaluation; cost is estimated at $12,000. Additionally teachers and expert staff will conduct an internal evaluation. The project budget also provides for the administrative fee of 4.6% or $17,397.20 allocated to the lead applicant.

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 (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Upon completion of the Straight A project, recurring costs will include annual professional development licenses at a reduced premium level cost, as capacity will mostly build upon the completion of the grant. Additional costs will be offset through the budgeting of Title I and Title II funds. Therefore, making for a budget neutral continuous improvement plan.

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.)

Any initiative will have savings for the users. With schools moving to digital technology, ALL adults working directly with students need the appropriate training and tools. For a district of this size, to accurately train teachers it will cost approximately $250,000 annually. Thus, spending $2,250,000 over five-years to train all teachers. This innovative digital professional learning network approach, The Renaissance Academy Providence Academy For Student Success District’s professional development for teachers over a 5yr forecast will be $345,000. With teachers using more shared and open-source content, the need to purchase textbooks and supporting materials will no longer be an expense in the 5yr budget forecast.

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 to ensure the project’s sustainability. If there are no new/recurring costs, the project will sustain itself beyond the life of the grant.

This project is self-sustaining due to the use of grant money to initially change the culture and climate for training teachers. Additional training sessions will be allocated through the Title I and Title II budget. Sustainability is generated through the digital instructional tools and job-embedded nature of the project. Teachers will develop the essential skills required to support Common Core and best practice instructional strategies. With a highly qualified and trained teacher staff, the implementation of digital learning tools and support of learning becomes more robust for the students.

**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 plan as it occurred or 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): 11/15/2013

- Narrative explanation

  Upon program approval, the participating district will plan the key elements of successful implementation such as communication and support with stakeholders, which includes teachers, parents, students, board members, and members of the community as the districts will be undergoing a major change in the way they deliver curriculum. A plan for technical support and a gap analysis of the school’s infrastructure will also be addressed. Training teacher staff is an innovative approach to support student learning. A project manager (PM) will be assigned by Liberty Leadership Development to guide the implementation process. Community engagement is the core communication with parents, stakeholders and partners. This communication will occur in person.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Liberty Leadership Development program models a clear and consistent comprehensive digital process with schools. In the content alignment process, the project (2003) indicates a vast influence of in-house content standards and college level skills are required. Such a gap will perpetuate the lack of college-readiness skills many students fail to obtain while in high school prior to transition to college. Content alignment requires systemic review of current academic content standards and an analysis of the level of rigor within the content curriculum (Rabinowitz S, Roeder E, Schroeder Z, Sheinker J; 2006; Porter AC, McAlister J, Hwang J, Yang R, 2011) We Prescribe a clear content alignment process in our Digital Professional Learning Network for teacher support staff (Combs, K. L., Hin, S. M., Saly, J., & Wondt, J. T. 2008; Drake, 2007). The following attributes are essential in our approach: (1) A framework allowing for multidisciplinary, interdisciplinary, and trans-disciplinary approaches to curriculum integration (2) Models of curriculum in action (3) Simplify curriculum alignment and integration (4) Assess real classroom experience to connect learning to the real world (5) The application of the Liberty Leadership Development approach has demonstrated a tremendous increase in students in Advance Placement courses, decreased dropout rates, increased graduation rates, and increased participation and ACT scores. The Digital Professional Learning Network (DPLN) is a way for the school’s learning team to connect anytime to high quality job-embedded professional development. The confusion of “time to collaborate” seems to be the one item that all learning teams need and want the most. Through our Digital Professional Learning Network, teams can collaborate and problem solve anytime and anywhere. Time bound and location bound professional development will no longer be an impediment to engaging with your local learning teams. DPLN connects teachers and leaders as they collaborate to solve the local issues that matter the most to them. The Benefits of Digital Professional Learning Networks: - Anytime digital access for your convenience - Interactive problem solving with your colleagues - Quality job-embedded and meaningful professional development tools - Local choice for your professional development - Transfer of professional development to classroom practice - Building a culture and climate for learning - Focusing on students’ learning tasks

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 Digital Professional Learning Network model to be implemented with the School Improvement Framework: Our goal is to align the district and school improvement models with the State Framework for school and district improvement. We worked with schools to assure they created their plans and goals that projects will: 1. Prioritize the curriculum and standards: Teachers will review their academic standards/indicators and develop their common focus for each academic term? Teachers will collaboratively align the student learning and assessment goals using data indicators as guides? Teachers support essential learning criteria that will drive the learning and align content standards 2. Implementation of Teaching and Learning? Consistently implement State standards and curriculum-readiness indicators Communicate progress with students and each other? Accountability to the implementation of learning each through performance based assessments 3. Analyze data? Create the synthesis of student achievement and ACT scores? The Digital Professional Learning Network (DPLN) is a way for the school’s learning team to connect anytime to high quality job-embedded professional development. The confusion of “time to collaborate” seems to be the one item that all learning teams need and want the most. Through our Digital Professional Learning Network, teams can collaborate and problem solve anytime and anywhere. Time bound and location bound professional development will no longer be an impediment to engaging with your local learning teams. DPLN connects teachers and leaders as they collaborate to solve the local issues that matter the most to them. The Benefits of Digital Professional Learning Networks: - Anytime digital access for your convenience - Interactive problem solving with your colleagues - Quality job-embedded and meaningful professional development tools - Local choice for your professional development - Transfer of professional development to classroom practice - Building a culture and climate for learning - Focusing on students’ learning tasks

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

YES

22. If so, how?

In an external evaluation of the project will be conducted and information will be provided to the Ohio Department of Education and shared with Ohio districts. Information collected can also be used in the development of published white papers describing the process and explaining the evaluation of adopting a robust Digital Professional Learning Network. These districts will have access to the same professional development modules.

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

Engaging students in a cross-curricular differentiated instruction method will require focus and attention to detail. We work with teachers on the systemic implementation of learning design and authentic student engagement strategies. Differentiating instructional tasks, coupled with 21st Century learning skills, will require learners to apply high levels of rigor in a more personalized individual approach; such personalization of instructional practice can yield high payoff results. Personalized student learning tasks will include the following: 1. Problem-solving and critical thinking 2. Collaboration across learning networks 3. Agility and adaptability 4. Initiative and motivation 5. Effective written and oral communication 6. Accessing and analyzing information 7. Inquiry and imagination as motivation for learning

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 measurable.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

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).

The evaluation will include students’ formative and summative assessment evidence, administrative data analysis, survey research, and observational records obtained from classroom walk-throughs. The process will measure the initial degree of program fidelity via the engagement levels and job-embedded participation levels of teacher staff members to ensure full implementation of the digital learning best practices. This data collection is through the DPLN LMS, teachers working with student tasks, administrative observations, and student surveys. Student engagement, higher graduation rates, increased value-added scores, and an increase in students graduating college and career ready also measure the evaluation process. This data will be collected through the district’s curriculum and content standards, indicators, and observations. Measures of project success include student performance on annual standardized assessments. We will use the OAOGT reading and math achievement tests for grades 3-10, and diagnostic reading and math assessments for grades K-2. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grades, performance Index and Ohio report card grades. For high schools, we will also track graduation rate, % of graduates accepted to 2 or 4 year higher education institutions, ACT scores, % of graduates that earn certification in a careertech program, and whether or not 9th graders are on track to graduate. As the project progresses, the district will include additional success measures consistent with literature on high-performing schools. The baseline will be length of student engagement, attendance, state assessments scores, graduation rates, and expenditures on textbooks in the immediate three years prior to the grant award. In each subsequent year, it is expected that the academic outcome measures will improve and the expenditures for professional development for teachers will decrease. If measured progress is insufficient to meet program objectives, systematic adjustments will be made. The evaluation will be conducted by an external third party vendor to ensure objectivity and expertise in the process. The results will be compiled by that vendor into an evaluation report by September 30 of the grant period and presented to the superintendent, leadership team, board and posted publicly on the district’s website.

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 Sharice L. Martin, Renaissance Academy Executive Director/Principal 10/25/2013