### U.S.A.S. Fund #:

#### Summit Academy Community School-Columbus (000296) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (572)

**Summit Academy Community School**
- Columbus (000296)
- Franklin County
- 2014
- Straight A Fund
- Rev 0
- Straight A Fund - Application Number (572)

#### Budget

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**Adjusted Allocation:** 0.00

**Remaining:** -286,000.00
Application
Summit Academy Community School-Columbus (000296) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (572)

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: Innovative Curricular Resources

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.

"Summit Academy Community School would like to purchase four resources: A+Anywhere Learning System, Connector, Educational Impact and GradeCam, to address all three of the Straight A goals: improving student achievement, reducing spending, and enabling a greater share of resources to be used in the classroom. A+Anywhere Learning System will provide the school with a supplemental K-12 electronic curricular resource allowing teachers a greater capacity for true differentiated instruction. Grade Cam and Connector will allow for streamlined grading of all classroom assessments and activities. Finally, adding Educational Impact will provide a robust professional development suite that is directly aligned with OTES & OPES requirements."

72 3. Total Students Impacted:

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

- First Name, last Name of contact for lead applicant: Chris Wheeler
- Organizational name of lead applicant: Summit Academy Community School - Columbus
- Unique Identifier (RIN/Fed Tax ID): 000296
- Address of lead applicant: 2521 Fairwood Ave., Suite #100 Columbus, Ohio 43207
- Phone Number of lead applicant: 614-237-5497
- Email Address of lead applicant: chris.wheeler@summityacademies.org

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

- First Name, last Name of contact for secondary applicant: Debrah Skul
- Organizational name of secondary applicant: Summit Academy Community School
- Unique Identifier (RIN/Fed Tax ID): 000296
- Address of secondary applicant: 2521 Fairwood Ave., Suite #100 Columbus, Ohio 43207
- Phone Number of secondary applicant: 330-670-8470
- Email address of secondary applicant: debrah.skul@summityacademies.org

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.

Chris Wheeler
- Chris graduated from the University of Cincinnati with a Bachelor of Science in Psychology. He began his career at Summit Academy in 2003 as an IEP Coordinator at the Middletown location. In 2010 he worked as Data Coach for all Summit Academy Schools. At the end of the 2010-2011 school year, he became Director of Summit Academy Community and Middle School in Columbus. Other professional experience includes working with clients at a lock down facility for felony drug offenders as well as research at the University of Cincinnati in human factors Psychology.
- Debra Skul is Chief Academic Officer for the Summit Academy Schools. These schools are public, community schools designed specifically for children and adolescents with ADHD, Autistic Spectrum Disorders and other related conditions. Ms. Skul is responsible for choosing and developing curricular materials and instructional methods that take into account the unique learning styles found in these of students who have Asperger's Disorder or ADHD. Ms. Skul holds a Bachelor's Degree in Elementary Education from Baldwin-Wallace College and a Master of Science in Education from Lake Erie College.

John Guyer
- John completed his associates in Computer Technology at NIT in 1989 and has attended college at Silver Lake College and University of Phoenix. He came to Summit Academy in 2005 to build the Summit data center and has been responsible for the network and data center since that time. In 2010, Mr. Guyer moved the data center to its current location and has been the Technology Director for the past three years. He has been responsible for many technology and building projects and oversees Summit Academy's EMIS Department.

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.

"In many cases, teachers are limited in the availability of up-to-date quality resources that align with the Common Core Standards. When purchasing textbooks and other resources they quickly become out of date and necessitate a new curricular adoption within a few years adding more cost to already restricted budgets. Not only are teachers limited in the access of resource materials but within our classrooms we have many students at different ability levels. Teachers struggle with providing instruction to each of these ability ranges within each classroom. Through the selection of A+Anywhere Learning System (A+LS), Connector and GradeCam teachers will be able to provide their students with individualized instruction along with immediate feedback that allows them to respond to every student's needs. A+Anywhere Learning System (A+LS) is a full curricular resource for grades K-12 that provides a comprehensive assessment suite including prescriptive, formative, summative and mastery based testing. A+LS can be utilized in many different ways to be tailor fit to all classroom needs. Diagnostic assessments are aligned to state, common core and national standards are utilized to provide automatic prescriptions to meet the individual student needs based on their performance and mastery of skills. Additionally through the flexible Assignment Management feature of the A+LS software, teachers are able to design their own thematic units, project-based lesson activities or add lessons to units from multiple grade levels under the same content area. The robust content and different assessment models, enable the software to be used across multiple district programs, including Credit Recovery, Alternative Ed., State Test (OGT/OAA) and ACT/SAT prep., College Readiness, SED, Special Ed., and many other programs. All content and assessment as well as the management system are available at any time for students and teachers through the internet. With the addition of Connector to the A+LS teachers will have a streamlined reporting system that calculates grades and gives parents access to student progress and real-time grades. The program is highly visual, employing a variety of streaming video, resource links and high quality graphics to keep students actively engaged and motivated to learn. A+LS is easily coupled with other education technology such as video projectors, interactive white boards, student response devices and mobile chalkboards, thus broadening the scope of learning activities and styles that can be addressed in the classroom. GradeCam will..."
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.

The project will advance the school improvement plan by increasing academic success, allowing teachers to instruct at their levels and put the greatest share of resources in the classroom. Each resource that is added to the classroom will allow the teacher more time and flexibility as grading and assigning student work is tackled through electronic methods. Cost savings will be realized as these are one-time purchases due to the fact we would own these products. Savings will be realized on a yearly basis as the need for many yearly curricular cost will be reduced through the ownership of updatable electronic curriculum. The reduction in spending will continue to be realized as teachers will no longer need to take off instructional days to attend expensive professional development sessions while losing instructional time in the classroom. The key to this project is that it will provide instant assessment and accountability that will allow teachers to adjust their instruction to meet the needs of the students. The Summit Academy OIP will be positively impacted by these initiatives as we work to improve student performance on Ohio Achievement Assessments. This provides a more concerted focus on student strengths and weaknesses and an increase in teacher time on task in the classroom. As teachers spend less time grading, locating resources and attending professional development sessions, the real focus can be placed on instruction and student development. The project will provide a challenging standards-based curriculum that best suits every child’s developmental level and individual needs as well as assisting with greater student achievement.

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.

N/A

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

$286,000.00 * 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, RTT 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.).

The total cost of the project is $286,000.00. This is the total amount of funds being requested through the Straight A Grant Fund. If funds are awarded no other additional funds will be needed to support this initiative. A+LS Ownership: $192,000.00 Ownership of all A+LS titles grades K-12. Connector: $2,000.00 Ownership of a reporting system that integrates with A+LS. Cost savings will be realized as these are one-time purchases due to the fact we would own these products. Savings will be realized on a yearly basis as the need for many yearly curricular cost will be reduced through the ownership of updatable electronic curriculum. The reduction in spending will continue to be realized as teachers will no longer need to take off instructional days to attend expensive professional development sessions while losing instructional time in the classroom. The key to this project is that it will provide instant assessment and accountability that will allow teachers to adjust their instruction to meet the needs of the students. The Summit Academy OIP will be positively impacted by these initiatives as we work to improve student performance on Ohio Achievement Assessments. This provides a more concerted focus on student strengths and weaknesses and an increase in teacher time on task in the classroom. As teachers spend less time grading, locating resources and attending professional development sessions, the real focus can be placed on instruction and student development. The project will provide a challenging standards-based curriculum that best suits every child’s developmental level and individual needs as well as assisting with greater student achievement.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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.

3,500.00 * 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.

In this project model, the only ongoing cost would be an annual update and service package for the A+LS. This cost is $3,500.00 per year and is an optional expenditure. If funds are not available for the $3,500.00 cost, the program would still be functional and maintain all system capabilities. All other products are a one-time cost. Teacher training on all system is another area where there may be potential ongoing cost. The initial professional development purchased with this package is designed as a train the trainer model to provide a pool of individuals within the district that can train other staff members. Ideally, this will not be an ongoing cost but if it is never a 100% guarantee that all staff will be retained within the district. The selected professional development package will allow for all staff to be trained and in subsequent years train new teachers as they are added to Summit Academy.

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

37,794.00 * 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.)

Through the implementation of these resources the school will experience several savings over the course of the next five years and beyond. Initial savings will be experienced as early as the years two of the program as as costs are paid once. The A+LS program as a supplemental resource, curricular cost will be reduced resulting in a yearly savings of $34,294.57, which is the average cost minus the A+LS yearly update charge. Through the approach of seeking ownership of electronic text that are updatable substantial cost savings are realized while still allowing materials to stay up-to-date. Educational Impact will also create several opportunities for cost savings to be realized providing the school a way to provide teacher training while avoiding additional cost like travel and substitute teacher time. Expected savings will be seen for the foreseeable future as the seed money given through the Straight A Fund will establish these resources in the school with little to no additional cost.

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.

With negligible cost associated with updating and sustaining this project the project costs reductions far exceed the minimal $3,500.00 annual cost. With purchasing a long term curriculum supplement, curricular cost will be reduced in the future. The cost savings will then be utilized to support the schools overall operating budget. When implementing any project of this nature there is always a need to ensure that all staff are well trained and up to speed on the utilization of any new resources added to the classroom. This single factor can truly be the difference between success and failure of any program. With this in mind, to help with the longevity of this project we have incorporated a professional development package that includes training that will take place over the course of the first three years of the implementation. The training will be a Train the Trainer model that allows teachers to later help and assist with on-boarding new staff members. If all staff members are trained to have the capability to train others the staff become the true factor that make this project sustainable well beyond the lifetime of the grant funds. As stated, staff training is critical to the success of these initiatives. Along with the train the trainer model, we are purchasing an online professional development platform that will allow teachers to train at their own pace at times that are convenient for them. In some cases, teachers are hired after the initial training has taken place and this teacher learning platform will allow those individuals to access training without disrupting any classroom instructional time.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

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

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/30/2014

* Narrative explanation

All involved parties were brought together to identify the needs of the school and how they can be rectified. The group researched and determined that the identified software would fit all three areas of this grant. Once proposed were gathered the group met with the schools treasurer to ensure this route would have a tremendous cost savings for the school. The group decided that initiation of the project will begin immediately upon receipt of the award letter to have greater impact on student achievement. A meeting will be scheduled with all involved parties to define and assign roles and responsibilities within the project to ensure the plan stays on track purchase orders will be created and submitted to vendors. A professional development calendar will be created with the vendors to ensure our specific training dates can be secured. At this time, we do not anticipate barriers to completion.

Implement (MM/DD/YYYY): 06/30/2014
Building level staff will be informed of timeline, implementation plan, and respective responsibilities. Teachers will then receive a role out plan that includes a teacher training schedule so they can prepare accordingly. The departmental staff will work with the vendors to ensure proper installation within the school. Our IT department will work directly with the school to make sure that proper installation and set up has taken place. In January, students will begin taking the on-line assessments that will provide our baseline data for the program. During the summer months, train the trainer professional development will occur so that this program always has a building wide expert. The building principal will import data from previous teacher evaluations that will trigger professional development within Educational Impact so teachers receive the appropriate professional development based on areas of weakness. The area that we foresee potential barriers in implementation will be from the vendors not being able to install and prepare in a timely fashion. We plan to mitigate this by including language within our contract with the vendors that ensures timely implementation. August 2014- Staff training Train the Trainer Implementation September 2014- Programs in full use within the building o Initial Assessments given in A+LS- Baseline data collected o Prescriptive work begun o Formative assessments administered throughout the instructional process o Educational Impact assessment completed for staff 4. April 2014 o Post Assessment given through A+LS, Connector and GradeCam. o OAA & OGT data will also be compared with year 1 baseline data to gauge overall program effectiveness.

Summative evaluation (M/M/DD/YYYY): 07/01/2015

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.

Instructionally, these programs will allow the teachers to have access to more curricular resources than they have had in the past. Traditionally, when test materials are used in the classroom, the teacher only has access to that grade level material. With these electronic resources the teacher in every classroom will have at their fingertips all content from grades K-12 which becomes invaluable as we look at the diversity of learners in every classroom. The power of the electronic platforms used in combination with each other now provide the teacher the power to instruct every student at their own individual instructional level and have the technology assist with grading and organization of the information. Teachers now have the power and resources to adjust their instruction to meet the needs of every child. As data and information is gathered through the program, teachers now have an electronic method by which student data is collected and organized to allow them to shift instruction as needed. Teachers will now be able to drastically reduce the time spent grading assessments and other activities to focus on driving and improving instructional outcomes for students. As a result, teachers will be able to provide more meaningful feedback and more time for direct instruction. With this additional availability of these programs to students 6/7 students can be provided with extended and meaningful learning opportunities that go beyond the classroom and the traditional structure of the school day.

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

22. If so, how?

The project is easily replicable throughout the state and in other schools and districts. Outside of the initial cost of the programs, it is a self-sustaining project as there are no yearly or ongoing costs. The other fact that makes this project easily duplicated is that it is not unique to a particular demographic or school population. There are no minimum or maximum student count limits therefore; schools with larger enrollments will not be impacted. The cost of the project is based off of site licenses for the software; therefore the number of students at a school does not make the program any more expensive than what is presented in this proposal. The project is very easily replicated throughout the state and in other schools and districts. Outside of the initial cost for the programs it is a self-sustaining project as there are no yearly or ongoing costs. The other fact that makes this project easily duplicated is that it is not unique to a particular demographic or school population. There is no minimum or maximum student population to see an impact on the students which are all factors that would make these good practices for all schools. The cost of the project is based off of site licenses for the software so the number of students at a school does not increase the cost of the program.

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

The sooner a student receives concrete feedback the greater its effect on learning. One of the essential impacts that this project presents is the utilization of a greater share of resources in the classroom. Teachers have the ability to access content and materials electronically as well as in print form. Content is searchable by standards or topics which streamlines the teachers ability to provide the appropriate content to each individual student. In today’s assessment and data driven decision making, teachers need access to information immediately. With the identified resources teachers will receive real time immediate feedback to respond and adjust to student concept understand. The sooner a student receives concrete feedback the greater its effect on learning. Traditional test results take extended time to obtain and do not give the teachers the information they need to improve the quality of the day-to-day instruction. Research shows that the best way to improve instruction is by continually using information on what is being learned to make modifications to the learner’s immediate needs; that is, by using formative assessments. The project is specifically geared to improve teacher response time to student outputs and teach them how to adjust to those outputs on the fly with the appropriate resources at their fingertips. Through this process of immediate feedback teachers are able to detect patterns in one of the key elements of instruction and provide feedback on student output. With the identified resources teachers are able to provide feedback on student output which requires the instruction to be immediate; once the instruction is complete, then assess the students, to provide feedback on student output. The project seeks to provide teachers with tools that provide them the ability to get item analysis. Teachers do not have to wait until the end; they know exactly which portions of the concept students missed. Instruction can now truly become proactive as opposed to reactive.

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 measured.

Approximately $400,000.00 in savings from Curriculum and Professional Development expenditures over the final 4 years of the 5 year forecast. 2. In compliance with 100% of all professional development identified for all teachers and principals through OTES & OPES. 3. An increase of 5% on state testing results in Math and Reading on an annual basis.

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.

* Narrative explanation

We anticipate seeing academic gains within the first full year of implementation. Effective student assessment and data-driven decision making are core components of the School’s operations. Program evaluation will be conducted utilizing Pre and Post Assessment data gathered through A+LS, Connector and GradeCam. Year two OAA & OGT data will also be compared with year 1 baseline data to gauge overall program effectiveness. These assessments have been selected to provide reliable and valid data to staff in a timely manner. The School will use A+LS to establish annual baseline data, identify students’ strengths and needs, and compare students’ academic progress. The data collected from the administration and review of these assessments will allow teachers to identify the strengths and needs of their students early in the year. Teachers will use this information to identify content, knowledge, and skills for whole class instruction; to identify individuals and groups of students who may need direct, targeted instruction; and to identify specific skills that can be integrated within the project and theme that students need to practice and reinforce as well as skills that will stretch students’ abilities and help them make progress. Parent/Student surveys will be conducted to gain feedback of this program so we can gauge parents/student satisfaction.

Narrative explanation

2014-07-01

Approximately $400,000.00 in savings from Curriculum and Professional Development expenditures over the final 4 years of the 5 year forecast. 2. In compliance with 100% of all professional development identified for all teachers and principals through OTES & OPES. 3. An increase of 5% on state testing results in Math and Reading on an annual basis.

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.

Stephanie Ataya Treasurer Summit Academy Management 2751 Magobre Rd. Akron, OH 44312

By virtue of applying for the Straight A Fund, all applicants 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.

Stephanie Ataya Treasurer Summit Academy Management 2751 Magobre Rd. Akron, OH 44312