Budget

Summit Academy Community School-Parma (000302) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (557)

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

Purpose Code / Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	242,000.00	0.00	242,000.00
Support Services	0.00	0.00	0.00	0.00	14,000.00	0.00	14,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	30,000.00	0.00	256,000.00	0.00	286,000.00
						Adjusted Allocation	0.00
						Remaining	-286,000.00

Application

Summit Academy Community School-Parma (000302) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (557)

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 Secondary School Akron would like to purchase four resources; A+nywhere Learning System, Connector, Educational Impact and Grade Cam, 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+nywhere 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.

213 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Eric Johnson

Organizational name of lead applicant: Summit Academy Community School Parma

Unique Identifier (IRN/Fed Tax ID): 000302

Address of lead applicant: 5868 Stumph Rd. Parma, OH 44130

Phone Number of lead applicant: 440-888-5407

Email Address of lead applicant: eric.johnson@summitacademies.org

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

First Name, last Name of contact for secondary applicant: debra Skul

Organizational name of secondary applicant: Summit Academy

Unique Identifier (IRN/Fed Tax ID): 000302

Address of secondary applicant: 5868 Stumph Rd. Parma, OH 44130

Phone number of secondary applicant: 330-670-8470

Email address of secondary applicant: debra.skul@summitacademies.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.

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.

Eric has been working at Summit Academy since 2007. During his first two years, he served as the Performance Coach followed by two years as the Assistant Director. He became Director during the 2012-2013 school year. Eric earned his undergraduate degree at Lehigh University and went on to earn his Masters of Education at Cleveland State University. He has over 12 years of experience in the education field working with at-risk students and those with disabilities. 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 curriculum materials and instructional methods that take into account the unique learning styles found in of these 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 Mr. Guyer has a 22-year IT background in manufacturing and education. He holds several technology certifications including Cisco, Microsoft, and Novell. Mr. Guyer holds numerous corporate awards and a US Patent in Polymer Science. 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)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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 dated 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+nywhere 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+nywhere 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 that 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, GED, 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

finally allow teachers the opportunity to take all assessments including paper-pencil test and receive results immediately. GradeCam is an online application that grades assignments using a web or document camera. Immediately after scoring an assignment, GradeCam transfers scores directly into an electronic grade book for instant teacher access. With these continually changing dynamics within the classroom teachers often find it difficult to seek and attend quality professional development to improve their skills to meet the needs of these diverse learners. Teachers will have access to world class professional development and training that seamlessly aligns with OTES and OPES evaluation results through Educational Impact; an online professional development provider. Educational Impact will allow them to take advantage of training at times that do not disrupt the daily learning environment.

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 students 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 bases 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 also 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, 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).

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.....$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 Educational
Impact.....$40,000.00 Ownership of an online professional development system including all content
GradeCam.....$8,000.00 Site License and camera purchases Server Purchase.....$14,000.00
Server to host new software purchases Professional Development.....$30,000.00 Teacher training on 3yrs with a Train the Trainer model Total Project
Cost.....$286,000.00

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 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?

118,924.00 * 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 year two of the program as all products are a one-time cost. In years past purchases of curriculum resource have been made on average in the amount of $118,924.00. With the Purchase of the A+LS program as a supplemental resource, curricular cost will be reduced resulting in a yearly savings of $95,139.00, 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 cost 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

Plan-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 proposals 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 will 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

* Narrative explanation

Implementation -Building level staff will be informed of timeline, implementation plan, and respective responsibilities. Teachers will then receive a roll out plan that includes a teacher training schedule so they can prepare accordingly. The technology department 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 to ensure 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 would 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.

Summative evaluation (MM/DD/YYYY): 7/1/2015

* 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 gage 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 parental/student satisfaction.

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

Instructionally, these programs will allow the teachers to have access to more curricular resources than they have had in the past. Traditionally, when text 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/targeted instruction and more time on task for their students. This will have a direct and positive correlation with student achievement. With the availability of these programs to students 24/7 students can be provided with extended and meaningful learning opportunities that go beyond the classroom and the traditional structure of the school day.

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.

In classrooms throughout the state, teachers are seeking resources to allow them to meet the needs of each one of their individual student needs. Teachers are currently spending hours researching and looking for materials online and through other methods because traditional textbooks do not provide enough variety to meet the needs of all ability levels. As implementation of this project begins, new resources will be added to the teachers repertoire so all students can receive the instruction they deserve. 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 obtainment. The sooner a student receives concrete feedback the greater its effect on learning. Traditional test results take extended periods of time to obtain and do not give 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 meet 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 also able to take advantage on one of the key elements of instruction; checking for understanding. Traditional testing waits until the instruction is complete, then assess the students, to provide feedback on student attainment. 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.

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

☑ Yes ☐ No

22. If so, how?

The project is easily replicated 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 not yearly or ongoing cost. 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 populations 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.

Ideally, through this process teachers and principals will show 100% compliance with the evaluation process through OTES and OPES. As a component of the evaluation system, districts will need to provide professional development to teachers and principals based on their areas of weakness. Through Educational Impact, districts can find professional development that is directly aligned with staff weaknesses based upon their evaluation. With this alignment, professional development will be targeted upon weakness and have a positive effect and improve educator quality. By providing additional resources in the classroom, teachers are being equipped to handle the ever changing needs of each student. Through this concept, continual student growth should increase 5% from year one of implementation through year 5. Over the course of 5 years, the upfront purchase of the resources and materials will be an overall savings. Additional savings will be experienced from a reduction in travel for professional development. As a net savings we should see approximately $400,000.00 in savings from Curriculum and Professional Development over the final 4 years of the 5 year forecast.

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.

1. 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.

We want our students to leave the School on target to achieve academic excellence, personal growth, and success as lifelong learners. This outcome requires the support of the staff, families, and community in order to encourage and empower students to be responsible and valued citizens. The impact will be evaluated by class formative assessments, Aimsweb results, Diagnostic assessments, and demonstration of knowledge through the A+ software. The project will also be evaluated on its ability to meet the 5 year benchmark goals defined above. These goals will be broken out into incremental measures to provide both formative and summative evaluation results. The program will be evaluated on a bi-annual basis utilizing two evaluation methods. One strategy being progress toward benchmark goals and the other being staff, parent and student survey feedback. Student, parent and staff feedback will be an important measure of program effectiveness along with hard core data to validate program success.

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.

Stephanie Ataya Treasurer Summit Academy Mangement 2791 Mogadore Rd. Akron, OH 44312 10/25/2013