## Budget

Trotwood Fitness (143206) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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<th>Salaries 100</th>
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Adjusted Allocation 0.00

Remaining -6,645,800.00
Applications 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: Blended Learning for Personalized Instruction

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. Also, please cite at least one opportunity that has been identified and support it with at least one reference from a source that is outside this project proposal.

3. Overall description of project and alignment with Outcomes

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of contact for lead applicant: Clint Satow
   - Organizational name of lead applicant: Trotwood Preparatory and Fitness Academy
   - Unique Identifier (RN/Fed Tax ID): 143206
   - Address of lead applicant: 3100 Shiloh Springs Rd, Trotwood, OH 45426
   - Phone Number of lead applicant: 614-563-5958
   - Email Address of lead applicant: csatow@performanceacademies.com

5. Secondary applicant contact:
   - First Name, Last Name of contact for secondary applicant: NA
   - Organizational name of secondary applicant: NA
   - Unique Identifier (RN/Fed Tax ID): NA
   - Address of secondary applicant: NA
   - Phone number of secondary applicant: NA
   - Email address of secondary applicant: NA

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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Jessica Hursey, Columbus Preparatory and Fitness Academy, 1258 Demorest Rd., Columbus, OH 43204, IRN 000952, 614-318-0606, jhurst@performanceacademies.com
   - Elizabeth Kelliher, Middletown Preparatory and Fitness Academy, 816 2nd Ave., Middletown, OH 45504, IRN 143214, 513-424-6110, ekelliher@performanceacademies.com
   - Tim Baggs, M. Healthy Preparatory and Fitness Academy, 7801 Harrison Ave., Cincinnati, OH 45231, IRN 000953, 513-335-6154, tbaggs@performanceacademies.com
   - Ashley Graver, Northland Preparatory and Fitness Academy, 1675 Morse Rd., Columbus, OH 43229, IRN 000511, 616-385-5874, agrav@performanceacademies.com
   - Daren Fensler, Springfield Preparatory and Fitness Academy, 1616 Selma Rd, Springfield, OH 45505, IRN 000510 937-325-5874, dfensler@performanceacademies.com
   - Valerie Sandy, Toledo Preparatory and Fitness Academy, 3001 Hill Ave. Toledo OH 43607, IRN 000951, 419-535-3700, vsandy@performanceacademies.com
   - Adam Haman, Performance Academy Eastland, 2220 S. Hamilton Rd, Columbus, OH 43227, 614-324-4585, ahaman@performanceacademies.com
   - Elizabeth Kelliher, Middletown Preparatory and Fitness Academy, 816 2nd Ave., Middletown, OH 45504, IRN 143214, 513-424-6110, ekelliher@performanceacademies.com
   - Tim Baggs, M. Healthy Preparatory and Fitness Academy, 7801 Harrison Ave., Cincinnati, OH 45231, IRN 000953, 513-335-6154, tbaggs@performanceacademies.com
   - Ashley Graver, Northland Preparatory and Fitness Academy, 1675 Morse Rd., Columbus, OH 43229, IRN 000511, 616-385-5874, agrav@performanceacademies.com
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   - Valerie Sandy, Toledo Preparatory and Fitness Academy, 3001 Hill Ave. Toledo OH 43607, IRN 000951, 419-535-3700, vsandy@performanceacademies.com
   - William Connick, Whitehall Preparatory and Fitness Academy, 3474 E. Livingston Ave, Columbus, OH 43227, 614-324-4585, wconnick@performanceacademies.com
   - Elizabeth Kelliher, Middletown Preparatory and Fitness Academy, 816 2nd Ave., Middletown, OH 45504, IRN 143214, 513-424-6110, ekelliher@performanceacademies.com
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7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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.

B) PROJECT DESCRIPTION - Overall description of project alignment with Outcomes

9. Which of the stated Straight A Fund goals does the project 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.
achieve the following goals: 1. Deliver the Common Core State Standards (CCSS) to all students. 2. Engage all students in 21st Century Skills. 3. Support students with unique needs, including special education students, gifted students, low-performing students (those in the lowest 20%), and English Language Learners (ELL). 4. Provide individualized and differentiated instruction. 5. Be prepared to implement strategies that incorporate the technology-rich environment and CCSS-aligned assessment tools. 6. Implement comprehensive teacher professional development to prepare staff to deliver meaningful content using technology and through collaboration with staff among the consortium. This effort will be spearheaded by a partnership with HCESC. 7. Expand existing Ohio Improvement Process (OIP) practices by providing new and meaningful data to Building Level Teams (BLT) and District Level Teams (DLT) as part of each consortium member's Professional Learning Communities (PLC) to incorporate all elements of the Academy’s mission, the proposed project’s goals, instructional quality, and student performance on formative and summative assessments. 9. Encourage teachers with professional support, educational support, and monetary incentives to participate in the project. 10. Prepare students to perform well on the upcoming PARCC assessment. 11. Prepare students to transition to high school and beyond with the skills and content area expertise to be College and Career Ready (CCR). 12. Create opportunities and encouragement for parents to participate in their child’s education and to support them in their efforts. 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 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.

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 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.

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

$6,645,800.00 * Total project cost

$2,849,000 for Materials and Supplies Approximately $1,485,000 will be used for student-use tablet devices and accessories (covers, headphones, etc.). Meeting the 1:1 ratio envisioned by the project will include 300 devices already in the project membership. Approximately $119,900 will be used for staff-use tablet devices and accessories. An additional $17,500 may be spent on printers to supplement print-on-site. An additional $108,000 will be spent on tablet-based software application (“apps”). Approximately $45,000 will be allocated for technology-ready furniture for student use and $174,400 in furniture for staff use. All technology and software costs can be supported, in a limited fashion, by Title I and IDEA funds.

15. What are the new/recurring costs of your innovative project will continue once the grant has expired?

If there are no new/recurring costs, please explain why.

72,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

1,002,000.00 * Expected amount of savings (annual)

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 mitigate the amount of time and resources devoted to new/recurring costs. Explain in detail how this project will sustain itself beyond the life of the grant.

“Sustainability is vital to any educational program. Sustainability entails several areas, including ongoing leadership, ongoing programmatic commitment, and ongoing financial support. Ongoing leadership and programmatic commitment shall arise from three sources. First, Performance Academies, as a management company to all schools, provides unified leadership across all project members. Second, the capacity-building activities laid out in the project will establish enough institutional memory and support for a sustained programmatic focus. Lastly, the collaborative and board-led continuous improvement process, as laid out below, will help sustain the process. Specific project-funded dollars will be sustained as follows: About $1,485,000 will be used for student-use tablet devices and accessories and $119,900 for staff-use devices and $17,500 for printers. With the grant propelling and accelerating the member Academies’ overall technology goals, existing allocations for technology will be used to support infrastructure to the physical plant, including high voltage improvements to power devices and peripherals. These will be enhanced by e-Rate funds, received by all schools, which have been and will continue to be used to augment low voltage wiring, wireless connectivity, server acquisition and maintenance, telephony, and internet bandwidth. Additionally, the project will support classroom and common area furnishings that support this environment, including furniture conducive to student-to-student, classroom-based collaboration, and device power management. Once these pieces are in place, technology must be purchased and prepared for deployment. Project members are currently field-testing deployment models, device management strategies, learning tools, and instructional strategies. By the end of FY 14, systems will be in place, with project-supported consultants, to execute a carefully planned educational system. Technological purchases planned for in the grant in include: 1. Tablet devices for all students (1:1 ratio), funded largely by the project, as the project members are testing with only 30 devices per campus. 2. Computers adequate to provide per classroom (1:4.5 ratio). This will include a combination of grant supported devices and devices already on site. These devices may be in-classroom, mobile, or in media centers. They will also be adequate to provide enough devices for future, computer-administered high-stakes assessments (PARCC). 3. Document cameras / projectors adequate to provide ample access for all staff, funded entirely with project funds. 4. Tablet devices and notebook computers for all educational staff, funded entirely by project funds. Existing staff desktops will be repurposed for additional classroom use. 5. Printers, compatible with mobile tablet devices, adequate to allow students to wirelessly print. 6. Project-supported purchased services (again, augmented by e-Rate) adequate to deploy and manage equipment as well as to de-bug systems and network issues. Educational staff and consortium member leadership will need comprehensive professional development to support this effort. Significant grant funds will be set aside for professional development and capacity building. Project members, and partnering organization Performance Academies will, at the project’s end, have the internal capacity to carry out ongoing professional development. To provide incentives for staff-members to help build this capacity, staff members will be offered individual stipends from the project to compensate them for this additional work. Total supports for staff development a

18. Are the expected savings that may result from the implementation of the innovative project are related to the grant? Yes/No

Yes

19. From the explanation of new/recurring costs, provide a breakdown of the cost estimates related to the one time infrastructure or training programs that will provide lasting benefits without additional recurring costs.

Approximately $945,000 will be allocated for technology upgrades related to high voltage wiring to devices and peripheral to be $534,000. These upgrades will be supplemented with over $1,200,000 in combine e-Rate funding over FY 14 and FY 15 to support internal connections, CIPA, WAN/LAN support, and Internet access. These funds will be allocated to above $500 smart phones in FY 14 alone. Project coordinate costs, via consultants with HCESC and e-Rate vendors will cost approximately $90,000. Stipends to school staff to participate in project capacity building activities will cost approximately $540,000, or $2500 per applicable staff member. An additional $150,000 has been allocated for teacher tuition support, specifically as those opportunities relate to blended instruction, and reading endorsements. print-on-site.$270,000 has been allocated. This will provide one-time funding supplements to existing expenditures in these areas. About $81,000 has been allocated toward improved campus systems. These will also be sustainable practices and school safety improvements. Additional student tutoring, above and beyond what member schools currently provide, shall cost approximately $180,000. If support to implement the project estimated to cost $360,000, or $390,000 per campus. *more detail is on the worksheet I sent you

20. Are the expected savings that may result from the implementation of the innovative project are related to the grant? Yes/No

Yes

21. What is the total amount of the project's additional budget requests, if any?

$434,000

22. Is there an explanation of how the project will achieve the goal(s) selected above?

The $108,000 spent on tablet-ready furniture for student use and $174,400 in furniture for staff use represents expenditures on items with a useful life of up to two years. The $60,000 devoted to website enhancements.

23. Is there an explanation of how the project will achieve the goal(s) selected above?

Additional student tutoring, above and beyond what member schools currently provide, shall cost approximately $180,000. They typically outperform the local district in which they are located.

24. Is there an explanation of how the project will achieve the goal(s) selected above?

These will be enhanced by e-Rate funds, received by all schools, which have been and will continue to be used to augment low voltage wiring, wireless connectivity, server acquisition and maintenance, telephony, and internet bandwidth. Additionally, the project will support classroom and common area furnishings that support this environment, including furniture conducive to student-to-student, classroom-based collaboration, and device power management. Once these pieces are in place, technology must be purchased and prepared for deployment. Project members are currently field-testing deployment models, device management strategies, learning tools, and instructional strategies. By the end of FY 14, systems will be in place, with project-supported consultants, to execute a carefully planned educational system. Technological purchases planned for in the grant in include: 1. Tablet devices for all students (1:1 ratio), funded largely by the project, as the project members are testing with only 30 devices per campus. 2. Computers adequate to provide per classroom (1:4.5 ratio). This will include a combination of grant supported devices and devices already on site. These devices may be in-classroom, mobile, or in media centers. They will also be adequate to provide enough devices for future, computer-administered high-stakes assessments (PARCC). 3. Document cameras / projectors adequate to provide ample access for all staff, funded entirely with project funds. 4. Tablet devices and notebook computers for all educational staff, funded entirely by project funds. Existing staff desktops will be repurposed for additional classroom use. 5. Printers, compatible with mobile tablet devices, adequate to allow students to wirelessly print. 6. Project-supported purchased services (again, augmented by e-Rate) adequate to deploy and manage equipment as well as to de-bug systems and network issues. Educational staff and consortium member leadership will need comprehensive professional development to support this effort. Significant grant funds will be set aside for professional development and capacity building. Project members, and partnering organization Performance Academies will, at the project’s end, have the internal capacity to carry out ongoing professional development. To provide incentives for staff-members to help build this capacity, staff members will be offered individual stipends from the project to compensate them for this additional work. Total supports for staff development a
consulting, and leadership training through HCECSC with an estimated cost $450,000 represents a one-time, extensive professional development opportunity with the express goal of building enough capacity with the member schools to sustain this effort through its ongoing professional development activities, particularly as the project calls for use of less costly online PD. Microsoft Lync licenses, for peer-school and global networking and collaboration with an estimated cost of $30,000 represents a one-time fee. Building upgrades costing $534,000 represent a one-time expense for outlines, service enhancement, and related costs. Project coordinator costs, approximately $90,000, will be replaced by a permanent IT coordinator as described above. The $540,000 in stipends represents a one-time cost, as does the $150,000 in staff tuition support. The $61,000 allocated toward improved data systems represents a one-time cost, as does the $60,000 for a website upgrade. Existing expenditures in this area will sustain these efforts. Additional student tutoring, above and beyond what member schools currently provide, costing approximately $180,000 is a one-time cost geared toward integrating the project into student’s daily routines. IT support to implement the project estimated to cost $30,000, or $30,000 per campus is also a one-time supplement to ongoing e-Rate-supported activities.

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.)

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

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.

While no educational strategy provides a “silver bullet” for all educational challenges, the technology-rich, blended classroom has been shown to be an effective, data-driven, and CCR-focused educational delivery model when thoughtfully implemented. Combined with the success already achieved by the member Academies, the consortium believes that the project will greatly enhance the short and long term academic goals of the project. There are several “drivers” of the move to blended learning. Among these are the desire to personalize learning, increase student motivation and engagement, maximize learning time, maximize teacher effectiveness and improve their working conditions, bridge the “digital divide,” improve communication between schools and families, and prepare students for what many experts hype to be a full-blown, post-secondary, student-centered, post-secondary, technology-driven world. The best practices developed by DLN, in conjunction and collaboration with the Foundation for Excellence in Education, Getting Smart, and the Learning Design Laboratory, Rocketship Education, IDEA Public Schools, and many others, research shows, have utilized all of the strategies that make blended learning a success: student-to-student interaction, student-to-teacher interaction, student-to-community interaction, student-to-material interaction, and student- to-technology interaction. (The project envisions an additional, teacher-to-teacher interaction, supported by technology, to drive every greater student achievement.) The blended learning model will propel the already well-documented success of the project member Academies. For example, taken as a group, the member schools outperform the State of Ohio with a key at-risk group-African Americans. Whereas statewide passage on OASAs for this subgroup was 61% in reading and 51% in math, the performance for the member schools was 69% in reading and 56% in math, a difference of 8% and 5% respectively. With the ESSA grants, schools will have much more room for improvements in their success with this population compared to statewide performance is unmistakable. Similarly with special education students, the performance gap between special education and non special education students is half the size of the statewide performance gap. Overall, the Performance Index Score for the member schools as a group has increased in five of the last six years. With a largely at-risk population, the Performance Index Score for the member schools as a group in the 2013-14 school year was 75.2. Three of ten schools in the 12-13 school year earned an “A” in value-added growth. Two member schools have been recognized as a “School of Promise” for their efforts in closing the achievement gap for all students.

22. If so, how?

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

Improving the lives of students though technology, as demonstrated by increased academic achievement and increased community engagement provides the substantial value and lasting impact that the Straight A Project seeks to achieve. While the specific and measurable lasting impact to content delivery are too extensive to list in full, a partial listing of key mission elements to be positively impacted by the project include: General Education Services: the strategies listed above are applied to all students in all subjects. One primary learning strategy includes basic time-on-task, where students spend two hours in reading and language arts and 90 minutes in math. Use of blended learning will make each minute more useful by making more engaging material available to students at all time and reducing student “down time” during this core subject block. Core subjects can also be advanced through project supported after school tutoring. (All project funds for this purpose are tied to additional teacher expenses.) Measurable outcomes for the project would include rising performance on formative and summative assessments measured over time across all subgroups. Writing will again be a vital component of high-stakes testing. The ability to analyze multiple primary and secondary sources thorough writing represents an opportunity of biggest advance within CCSS. The rich access to content, journaling and after writing opportunities, research, and related activities afforded by technology can spearhead strong and measurable outcomes on PARCC and other assessments. A second core educational service is related to a comprehensive positive behavior intervention system (PBIS). This includes, among other things a daily block of character education, behavior charts, thoughtful behavior intervention plans (BIPs) as necessary, and a system of rewards based on “dragon dollars.” Technology can advance all these items through the exponential growth in character education, anti-bullying, and socially relevant
materials and apps supported by the project. The BPIS is also supported by a clear and consistently enforced Code of Conduct. The more effectively the BPIS system fosters a safe, and achievement-based learning environment, incidence of discipline should decline, a measurable outcome of the project. Students in the member schools are exposed to daily fitness instruction. The P.E. program is closely tied to the BPIS system as the member Academies utilize a "coaching" instructional approach to three core sports programs in which all students participate: tennis, soccer, and martial arts. These programs help foster character development though the advancement of sportsmanship, self-respect, mutual respect, school spirit, excellence (particularly through the belt system), and physical health. The coaching model can be enhanced through the use of student videos, performance tracking, and peer coaching. Technologies will also support and improve the currently utilized Fitness Gram health and fitness data system (not supported through project funds). Increased performance on Fitness Gram and EMIS reported P.E. standards, as well as declining incidence of student discipline are all quantifiable outcomes of the project. Special Needs Students: Currently, special needs students can be supported by a finite number of specific curricular enhancements purchased in bulk to service eligible students. While this is somewhat effective (see below), it is insufficient. The project envisions intervention specialists, Title tutors, and ELL staff having access to a nearly limitless range of tools, applications, and supports available digitally. Closing achievement gaps among these student groups represents one of Ohio's largest educational challenges. This project will demonstrably help these populations perform at a level equal to that of their peers.

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.

Programmatic benchmarks include the implementation evaluation described below. Academic benchmarks are difficult to predict given the changes to the standards / testing / accountability regime currently underway. All member schools, as community schools, have performance based contacts with their sponsor that set forth specific outcomes on PARCC and other assessments. What is expected is that, however the testing and accountability regime get finalized, each member campus will make sustained improvement across the measures included in the LRC and other measures included in the project proposal. These will be worked out by the Academies working through their school boards and their sponsors.

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.

Ongoing programmatic evaluation is already vital to the member schools. This project, however, entails specific short and long term objectives related to both implementation and outcomes. During the 2014-2015 school year, initial evaluation will include the following: 1. Implementation of an SCA and internal value-added student assessment model. At this time, the member school utilize an OAA-based SCA which will no longer be relevant to the PARCC. Over the course of project implementation a new SCA will be purchased or designed with project support to gauge mastery of grade-specific CCSS. In the same way, member Academies currently utilize AimsWeb and the Stanford 10 for internal value-added assessments. With the change to CCSS these may or may not be effective tools for this measurement. A new assessment may be selected. Ideally, an effective SCA could be used to support both goals. 2. Internal evaluation of program implementation, utilization, and stakeholder support. These include basic questions such as: How many classrooms have implemented blended strategies successfully? How many students are participating? How many teachers and P/LCs are using student data backpacks effectively? How effective do stakeholders believe the project is performing? What are the implementation and leadership issues remaining? Deeper evaluation includes an investigation of student engagement levels, teacher responses and behavior regarding the project, changes in school leadership techniques, and use of professional development and collaboration opportunities. At the end of the school year, project members and partners will analyze issues related to both program evaluation and student outcomes. School culture will be evaluated using stakeholder surveys and a comparison of student discipline statistics compared to the 2013-2014 school year (which will be used as a base year). From this data, school leaders, in concert with Performance Academies, and school boards, will make strategic adjustments to the implementation of the program as necessary. Particular attention will be paid to performance on the PARCC, as presented in school reports and the Local Report Card (LRC) which will identify educational deficiencies altogether difference than those identified by the OAA's and the older LRC regime. This process of assess, analyze, adjust, and reassess is already built into the strategic planning process of the member Academies. While they require modification based on the programmatic elements introduced by the project. Modifications to the assessment programs (for both students and teaching professionals) and improvement to data collection and dissemination protocols will facilitate effective strategic planning for all project campuses. An additional effort will be made to identify and disseminate best practices within the project Academies. Replicating the efforts of top performing educators and highly effective learning tools represents one of the most important long-term goals of the project. Using technology to help those top performing individuals and strategies reach more and more students is among the primary goals of a technology rich learning environment. Expanding "flipped" classrooms and using video conferencing to reach students, and expanding the skills of other teachers are just a few of the steps that can be taken in this effort. Ultimately the project seeks to add to the growing body of success stories for blended learning. The technology-rich classroom itself provides many of the tools that can be used to share best practices to a wider audience. The advantages of technology and the collaboration it fosters can be used with schools and learning professionals across Ohio and across the country. Through their partnership with Performance Academies, the project campuses can efficiently compile the data points, strategies, videos, and too

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.