

Budget

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

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	450,000.00	2,849,800.00	1,106,000.00	0.00	4,405,800.00
Support Services		0.00	0.00	561,000.00	0.00	0.00	0.00	561,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	1,145,000.00	0.00	0.00	0.00	1,145,000.00
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	534,000.00	0.00	0.00	0.00	534,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	2,690,000.00	2,849,800.00	1,106,000.00	0.00	6,645,800.00
Adjusted Allocation								0.00
Remaining								-6,645,800.00

Application

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

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: 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.

Raising the academic achievement of student populations that are predominately at-risk requires a sustained focus of resources and staff on activities and programs that support these populations, particularly in an era of rising standards, computer-based testing, and an increased reliance on student data. The movement towards a more blended model of instruction and learning, utilizing technology to engage students, provide personalized instruction, and drive data-driven decision making, stands as the most promising model to meet these twin needs. This project will improve student performance in several of Ohio's neediest communities by establishing an innovative, sustainable and technology rich learning environment designed to deliver CCSS to all students resulting in measurable growth across several academic and nonacademic measures.

2700 3. Total Students Impacted:

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 (IRN/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@performanceacaemies.com

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/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 (IRN/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, jhursey@performanceacademies.com Elizabeth Kelliher, Middletown Preparatory and Fitness Academy, 816 2nd Ave., Middletown, OH 45044, IRN 143214, 513-424-6110, ekelliher@performanceacademies.com Tim Baggs, Mt. Healthy Preparatory and Fitness Academy, 7601 Harrison Ave., Cincinnati, OH 45231, IRN 000953, 513-335-6154, tbaggs@performanceacademies.com Ashley Graver, Northland Preparatory and Fitness Academy, 1875 Morse Rd., Columbus, OH 43229, IRN 000511, 614-395-5784, agraver@performanceacademies.com Darren Fansler, Springfield Preparatory and Fitness Academy, 1615 Selma Rd, Springfield, OH 45505, IRN 000510 937-323-6250, dfansler@performanceacademies.com 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 Joan Pammer, Columbus Performance Academy, 274 E. 1st Ave, Columbus, OH 43201, IRN 012011, 614-318-0720, jpammer@performanceacademies.com Adam Haman, Performance Academy Eastland, 2220 S. Hamilton Rd, Columbus, OH 43232, IRN 010182, 614-318-1037, ahaman@performanceacademies.com

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.

The project includes key partners: First is Performance Academies (PA), an education management company that serves all the member academies of the project consortium. Acting in many ways like a "district office," PA provides strategic leadership across all project members, allowing the project to be consistently and effectively implemented. PA shall be providing several in-kind supports to the project. Among these are acting as a fiscal agent for the project, including the provision of payroll services, accounts payable, accounts receivable, audit support, financial reporting, and human resource support. PA will also provide project leadership, legal support and additional capacity building efforts at no cost to the project members. Costs related to these activities are not factored into the project budget. The project leadership team includes building level principals/school leaders from each participating campus. This diverse group of experienced leaders is prepared to devote the time and attention necessary to complete this project. The leadership team provided by PA includes curricular support, IT support, financial and grants management expertise, special education expertise, and a cadre of regional superintendents. This core group of eight Ohio-based leaders have over 120 combined years of educational experience and over 60 years within the charter school movement. Performance Academies also brings legal, educational, and technology consultants with whom it has made strong partnerships. Among those partners is the Hamilton County Educational Service Center (HCEC). It will be responsible primarily for providing professional development to the project. HCEC has a long record of innovative, technologically savvy, and high quality services to schools across Ohio.

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.

There is ample evidence, from international testing studies to urban graduation rates and persistent achievement gaps (to name but a few), to demonstrate the significant work that remains to be done to insure that all students achieve academic and life-long success. Here in Ohio, there are significant educational deficiencies in our urban areas, in our low-income communities, among our minority populations, and among our special needs populations. With vital and important changes coming to education in the areas of standards, testing, and accountability, the public education system must be prepared to meet these new, higher academic demands placed on all students while simultaneously closing preexisting achievement gaps among our neediest students. The movement towards a more blended model of instruction and learning, utilizing technology to engage students, provide personalized instruction, and drive data-driven decision making, stands as the most promising model to meet these twin needs. This project will improve student performance in several of Ohio's neediest communities by establishing an innovative, sustainable and technology rich learning environment designed to

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 student assessment protocols that incorporate the new 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 Community (PLC). 8. Establish a system to evaluate teachers based on a data rich system incorporating 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 children's educational process. 13. Build on an already successful program by providing additional teacher and student supports. The consortium members participating in this project include ten campuses, all community schools sharing a common mission and educational program, which have already demonstrated sustained academic growth in Ohio's urban communities with students who are, on average 82% low income, 84% non-white, and 21% special education. For example, a consortium member has been named an Ohio School of Promise in each of the last two years. Each year, multiple members have been rated as Excellent and/or Effective, and more recently, have received high grades on the new report card, particularly under the Value-Added grade with multiple "A"s. They typically outperform the local district in which they are located. Consortium members have begun transition to a more blended academic model and are piloting programs using technology at each member campus. This project will aggressively prop

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. This project targets funding for each of the above goals, allowing the project to be fully and effectively implemented by targeting one-time costs, sustainable capital investments, and intensive teacher preparation and support costs. Raising the academic achievement of student populations that are predominately at-risk population requires a sustained focus of resources and staff on activities and programs that support these populations. Working with its primary partners, Performance Academies and HCESC, which has provided years of quality service to the member Academies, the project members will implement a comprehensive program to meet the project's stated goals above. The program will follow the best practice guidelines set forth in the "Blended Learning Implementation Guide" created by the Digital Learning Now (DLN) network, which includes the most comprehensive guidance on transitioning to a more technology-rich educational experience. This guidance includes building stakeholder support, developing leadership, and deploying / managing technology. First, the project will need classrooms and buildings ready to accept the infusion of technology. Project funds will be used to support infrastructure enhancements 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 collaboration, project-based learning, 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 the grant 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 4 per classroom (1:4.5 ratio). This will include a combination of grant supported devices and devices already on sight. 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 internally. 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

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.

NA

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

6,645,800.00 * 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.).

\$2,849,800 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 ration envisioned by the project will include 300 devices already in use by 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 printers on-site. An additional \$108,000 will be spent on tablet-based software application ("apps"). Approximately \$945,000 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. \$1,106,000 Capital Outlay New This expenditure includes \$540,000 for 600 notebook computers and up to 30 mobile carts, as well as \$239,800 for staff notebooks. Existing staff desktop computers will be repurposed. An additional \$327,000 will be allocated to 218 document cameras / projectors ("Elmos") for use by educational staff. \$2,690,000 in Purchased Services Professional development strategic consulting, and leadership training through HCESC will cost an estimated \$450,000. Microsoft Lync licenses, for inter-school and intra-school networking and collaboration will cost an estimated \$30,000. Approximately cost for building upgrades related to high voltage wiring to power 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, internet broadband access, WAN/LAN support, CIPA compliance, server support, basic maintenance, email systems, and telephony, including the deployment of over 50 staff 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 instructions, educational leadership, and reading endorsements compliant with the Third Grade Reading Guarantee. For student assessment development and implementation, \$270,000 has been allocated. This will provide one-time supplements to existing expenditures in this area. About \$81,000 has been allocated toward improved data systems. This is also a one-time funding supplement, as is the \$60,000 devoted to website enhancements. Additional student tutoring, above and beyond what member schools currently provide, shall cost approximately \$180,000. IT support to implement the project estimated to cost \$30,000, or \$30,000 per campus. *more detail is on the worksheet I sent you

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.

72,500.00 * 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.

Beginning with the conclusion of the project, an educational technology coordinator will be hired at a salary of \$60,000 with estimated benefits of \$12,500. These will be funded through savings realized as a result of the program. As will be detailed below, additional replacement costs for technology supplies and capital outlays are estimated to be \$220,000 per year starting in FY17. Most expenditures related to the grant are one time infrastructure or training programs that will provide lasting benefits without additional recurring costs.

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

1,020,000.00 * 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.)

As outlined in the Budget Impact document, grant expenditures on technology expansion will allow the member schools to accelerate the completion of their long-term technology plans. This will allow funds currently budgeted for technology in FY15 and FY16 to be reallocated to classroom instruction.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Sustainability is 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 come 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 \$119,000 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 adequate to meet ongoing replacement costs. The \$108,000 spent on tablet-based software application ("apps") can be maintained by reallocating a portion of existing curricular allocations. Additionally, the project members can take advantage of the increasingly large number of open-source, no cost educational resource networks such as YouTube, KahnAcademy.com, CK12.org, and others. The \$945,000 allocated for technology-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. Existing allocations for furnishings will be adequate to sustain this effort. Major reinvestment in furnishings is not expected until FY 20 and beyond. Expenditures (\$540,000) for 600 notebook computers and up to 30 mobile carts, as well as \$239,800 for staff notebooks can be maintained by current allocations for this purpose as outlined in the financial impact document. The \$327,000 allocated to document cameras / projectors ("Elmos") for use by educational staff also represents an asset with an extended useful life. Significant costs, outside of routine maintenance are not expected. Professional development strategic

consulting, and leadership training through HCESC 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 inter-school and intra-school 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 \$81,000 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.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/01/2013

* Narrative explanation

Project members currently field testing technology devices, deployment strategies, management strategies, and instructional strategies.

Implement (MM/DD/YYYY): 1/1/2014

* Narrative explanation

With the grant award in hand, the project will move toward selecting the specific devices and strategies to use in the implementation of the program.

Summative evaluation (MM/DD/YYYY): 6/1/2015

* Narrative explanation

As outlined below, the project will undergo an extensive internal evaluation at the end of the 2014-2015 school year.

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

This project represents a partial redesign of the educational delivery system for the member Academies. The project will enhance, improve, and carry forward the mission of the Preparatory and Fitness Academies. Key elements of the Academies' educational delivery system, and the changes to it, include the following: 1. The incorporation of 21st Century Skills, particularly collaborative problem solving, project-based learning, learning in digital networks and through managed social media, and a focus on the "Three R's." 2. The incorporation of blended learning. This will be achieved through a combination of the "enterprise" approach, where all devices are administered and managed through one, united wide area network (WAN), and implementing similar core learning tools, and the "portfolio" approach, where individual project members, working within their own secure local area network (LAN), can establish their own innovative tools and strategies unique to their local needs. (As a condition of participating in the project, members will collaborate and share best practices.) The project will explore both "rotation models" and "flex models" of delivery. With older students, "flipped" classrooms and more self-directed methods will also be utilized. Project funds not only support hardware purchases, but also software and "apps" with which to provide quality learning opportunities. 3. Better and more focused assessments within a rich data environment. Project funds will support the replacement of the current, Ohio Standards-aligned, short cycle assessments (SCA) with CCSS-aligned tools, delivered electronically and targeted towards identifying student-by-student needs. Project funds will also be used for virtual student "data backpacks," which push data into the PLC and data-driven, collaborative, team-based instructional decisions. 4. More individualized and differentiated instruction. Because of the increased access to a rich variety of learning opportunities, blended learning, by definition, is more learner-centered, personalized, and adaptable. When serving at-risk populations of students, blended learning incorporates these elements and engages students more effectively than traditional learning methods. Learning can be both individualized, meaning tied to the learning needs of each student, and differentiated, meaning tailored to the learning preferences of each student. Consortium members have significant experience in both of these areas, as the PLC identifies student needs and teachers are required to include differentiated learning strategies in written lesson plans and instructional delivery. The goals of the project, however, are to greatly expand on these key concepts, to make the educational experience truly personalized-by moving from learning cohorts to learning competencies. 5. Real time professional development and collaboration with peers. Technology can connect educators in real time. Project funds will support teacher communication and collaboration through the use of Microsoft Lync (also partially supported by e-Rate), which allows staff to video conference, text and communicate in real time in a controlled environment. Though existing YouTube and other accounts, such as Safe Schools, staff will also have increased access to real time professional development, available during daily 75 minute planning periods, or other time. The more robust establishment of high expectations for both students and staff. Clear expectations, as expressed through CCSS and PARCC assessments, clear data, a provided by a project-supported student data and assessment system, as well as a data driven teacher evaluation system. By consistently re-affirming high expectations for both learners and learning professionals, based on reliable and real-time data, can drive the continuous improvement of systems, educational strategies, and ultimately, ed

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 needs, 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 expect to be a technology-rich high school, post-secondary, and professional environment. Separate but important considerations are the move to computer-based testing and the desire to refocus educational resources on the most cost-effective content delivery systems. Research shows that technology alone does not increase student performance. The key is careful and thoughtful planning and implementation. Developing a comprehensive plan that accounts the preconditions for success, plans for deployment, implementation, stakeholder communication, and a continuous improvement process are much more likely to produce success. The best practices developed by DLN, in conjunction and collaboration with the Foundation for Excellence in Education, Getting Smart, and the Learning Accelerator compile the best practices and documented success to properly guide emergent blended learning models in developing and executing a solid strategic plan. DLN's "Navigating the Digital Shift" provides the best primer on the specific strategies and policies to implement a blended model. There are too many success stories regarding blended learning to share here. Some particularly relevant stories include, for example, the Education Achievement Authority's use of a blended model based on the Aquilix Buzz in 12 former Detroit Public Schools. Performance Academies, a partner in this project, is also a partner with EAA, with whom Performance Academies operates three charter schools. Rocketship Education, IDEA Public Schools, and many others, research shows, have utilized all of the strategic relationships that make blended learning a success: student-to-student interaction, student-to-teacher interactions, 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 OAA's 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. While member schools still have much room for improvement, 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 out of the last six year. With a largely at-risk population, the Performance Index Score for the member schools as a group in reading has reached 90. 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.

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

Yes

No

22. If so, how?

NA

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

Improving the lives of students through 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 these core subject blocks. Core subjects can also be advanced through project supported after school tutoring. (All project funds for this purpose are tied to additional teacher stipends.) 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 through writing represents one of biggest advance within CCSS. The rich access to content, journaling and other 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 (BPIS). 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 through 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 contracts 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 not 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 PLCs 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 OAAs 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 but 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.