

Budget

Westside Academy (000875) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (545)

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	101,650.00	0.00	284,404.00	0.00	386,054.00
Support Services		0.00	0.00	29,115.00	0.00	0.00	0.00	29,115.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	16,000.00	0.00	0.00	0.00	16,000.00
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	146,765.00	0.00	284,404.00	0.00	431,169.00
Adjusted Allocation								0.00
Remaining								-431,169.00

Application

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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: Full Circle Literacy for English Learners

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.

Our Full Circle Literacy for English Learners will change lesson delivery to students in three ways: First, empower immigrant parents who don't speak English with instructional videos to teach them how to support their child's education. Second, we will implement the Flipped Learning model from a teacher-centered classroom to a student-centered approach, where students are actively involved in knowledge formation through opportunities to participate in their learning in a manner that is personally meaningful. Third, to support reading intervention and drive instruction, we are implementing the Imagine Learning software which is a full elementary school program using engaging multimedia to deliver individualized instruction to English learners, students with disabilities, struggling readers, and early childhood education students in reading and speaking English.

169 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Heather OBannon

Organizational name of lead applicant: Westside Academy

Unique Identifier (IRN/Fed Tax ID): 000875

Address of lead applicant: 4330 Clime Rd N, Columbus, OH 43228

Phone Number of lead applicant: 614-808-5606

Email Address of lead applicant: hobannon@wsa-school.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

I have 12 years of experience as a school director specializing in English learners. The core of my educational philosophy is to intrinsically motivate students to take initiative in their education. My specialty is creating and running innovative educational programs for English learners with measurable and positive educational outcomes, while maximizing grant and funding sources. Two funded programs I recently managed are the 21st CCLC which was \$850,000 over the previous 5 years, and the \$220,000 Reading Recovery Grant. To service the academic needs of students I focus on the entire child, taking into consideration learning styles, cultural experiences, and unique family situations. My programs build on cultural connections to content using a broad range of interactive experiences to build academic and personal growth. Currently, in every classroom my school has Smart Boards, a desk top computer and a laptop. I have provided classrooms access to a variety of on-line learning tools and resources. A classroom set of mobile laptops is used for students to work on Imagine Learning software. Through an established partnership with Imagine Learning and Smart Solutions, I have already built the foundation of a full circle literacy program at our school. Imagine Learning, Inc. is the producer of the Imagine Learning language and literacy software program. Currently, the Imagine Learning software is in more than 3,500 schools in more than 600 school districts around the country and around the world. This includes all ten of the largest school districts in the United States. Today, Imagine Learning has a team of more than 240 full-time employees. This diverse and talented team is dedicated to making each implementation a success. Smart Solutions Education Technologies mission is to improve student achievement, student engagement, and teacher and administrator effectiveness through technology integration. Founded in 1983, Smart Solutions brings 30 years of experience implementing educational technology to each new project. As Ohio's top provider of Priority II E-Rate products and services, they provided over \$40 million in products and services to their client schools. Their team brings educational expertise to every new project, and consists of former teachers, administrators, curriculum directors, and highly trained engineers and technicians. They work as a team to provide for a school's needs with a holistic approach. With the transition to online testing facilitated by the Partnership for the Assessment of Readiness for College and Careers (PARCC), the importance of technology integration in the classroom continues to grow. They can help get our teachers up to speed with six-session programs and ongoing tech coaching support. Their team of former teachers creates individualized job-embedded sessions for the teachers at our school to increase the impact of technology on classroom instruction and digital literacy. Through ongoing professional development, hands-on practice, and technology coaching, the Professional Development Specialists can help ensure we get the most out of the technology resources present in the school, as well as maximize the use of free resources on the internet. Tarazi Productions has almost 15 years of experience in digital media, 3-D animation, video production, and education consulting. They have been a long time partner with Westside Academy and other charter and private schools in Columbus Ohio, assisting with the schools' technological needs. Tarazi Productions has already been working with teachers at Westside Academy to develop proof of concept videos for this project. Building on its developed experience with the teachers at Westside Academy, Tarazi Productions will be able to ensure a smooth integration of video production into our school's new Flipped Learning model.

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.

Full Circle Literacy for English Language Learners is a project we have devised to specifically target student achievement. Our students are challenged to learn the English language while striving to meet Ohio literacy standards such as The Third Grade Guarantee. This puts our students naturally behind in meeting these benchmarks. Our immigrant families, lacking English language proficiency, are at a

further disadvantage in assisting their child's overall academic achievement. Thus, we are striving to close the language barrier gap through the use of software technology, parent education and an innovative teaching model (FLIP). Through the use of research based Imagine Learning software we are looking to increase English language literacy. Our Family Literacy Nights are an outreach to educate parents in best practices and ways to help their students. The FLIP teaching model will allow a greater student centered classroom, it will create richer learning opportunities in the classroom while delivering lecture content at home through the use of digital media. And to bring this project together, Smart Solutions and Tarazi Productions will provide the highest quality technological pieces needed to fully meet the challenge of implement the FLIP teaching model.

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.

Imagine Learning is designed to provide each child with the personalized instruction they need to reach their potential. To accomplish this, Imagine Learning incorporates numerous elements of individualized instruction: adaptive pretest, branching instruction, scaffolded instruction, embedded assessments, prescriptive re-teaching, immediate feedback, strategic first-language support, and detailed student reports (TrueData reports). Imagine Learning takes numerous approaches to personalized learning. A sampling of these approaches and the corresponding activities are as follows: Computer Activities where students make music, to meet phoneme and use everyday words in scenes, Games like Cool Cars noun game, Modeling Activities using beginning books and daily conversations, Direct Instruction on how to read a story and introduction of vocabulary, Student Recordings, Decodable books, Leveled Texts and Printouts, Reviews of lessons and Music. Imagine Learning provides a series of reports that enable teachers and administrators to personalize instruction and ensure a best-practices implementation. The teacher reports are available to teachers and administrators at any time and can be accessed through Imagine Manager, the management portal of the software. Teacher reports include the following: Individual Summary Reports, Individual Detailed Reports and Group Summary Reports. Using the FL model teachers can capitalize on the students' preparation, and devote more time integrating and applying their knowledge, via a variety of student-centered, active learning strategies such as conducting research or working on projects with classmates. Teachers will also use class time to check on each student's understanding and, if necessary, help them develop procedural fluency. Teachers can provide individualized support as students work through the activities designed to help them master the material, meeting them at their readiness level. Due to the emphasis on students becoming the agents of their own learning rather than the object of instruction, the FL model can enable educators to make the shift from teacher-driven instruction to student-centered learning. Implementing the FL model and using Imagine Learning software will decrease our cost over time by decreasing the need to hire additional classroom aids, after school tutors, and reduce the cost of purchasing consumable materials.

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.

See the attached document as requested in 13 b. entitled Straight A Financial Impact Template.

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

431,168.06 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RtT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Straight A Fund Grant Westside Academy Budget \$431,169.00 400 Purchase Services Total \$146,765 Instruction: (Imagine Learning Perpetual License...) \$101,650 Professional Development: \$16,000 a. Imagine Learning Implementation Training: \$ 2,000 b. Jim Ward Professional Development: \$10,000 c. Tarazi Production Training: \$ 4,000 Maintenance on New Equipment: \$29,115 600 Capital Outlay Total \$284,404 Smart Solution Computers, Laptops, Equipment, etc.: \$242,203.60 Tarazi Productions Teacher Video Equipment and Software: \$42,200.00 The total budget for this grant application is \$431,168.60 consisting of \$146,765 in purchased services, and \$284,403.6 in capital outlays. Purchased services includes the purchase of: 1- \$101,650 for imagine learning perpetual licenses for student instruction, 2- \$29,115 for maintenance and support on the new equipment, and 3- \$16,000 in professional development. Professional development involves \$2,000 for training and implementation for the imagine learning software, \$10,000 for professional development by Jim Ward on implementing a successful flipped learning model, and \$4,000 for training and support in developing an efficient and effective workflow with all of the new video production equipment and software. Capital Outlays includes the purchase of: 1- 80 classroom laptops 2- 35 computers for a computer lab 3- 100 SMART BUY ELITEPAD student tablets 4- 20 Surface Pro tablets for the teachers 5- 13 Smart document and object cameras for the classroom 6- 12 smart board electronic assessment tool for teachers 7- Five smartboard and projectors so that the last remaining classrooms can have smartboard technology in the classroom. 8- A webcam for every teacher plus software to record the webcam instruction while taking screen capture video of instructional materials on the computer screen. The webcam is the HD Pro Webcam, and the relevant software is the MOVAVI Video Suite. 9- A webcam with screen capture is not necessarily appropriate for all lessons or all age groups. Therefore, every teacher will also get a package consisting of a high quality Canon camcorder, a quality tripod, and a quality wireless microphone, and an inexpensive and easy to use video editing software. With this package, teachers will be freed from the webcam on the computer to make a variety of exciting and informative videos that are appropriate for the subject matter. 10- The school will also have one quality Nikon digital camera and Zoom H6 audio field recorder for bigger project involving multiple microphones, and capturing quality video and still pictures under specialized circumstances.

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.

22,515.00 * 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.

There will be minimal costs beyond the life of the grant. Those costs include maintenance fees from Smart Solutions on additional equipment, software updates and professional development. Currently we pay Smart Solutions \$550.00 per month. The cost will increase to \$2426.25 per month after purchasing the equipment required to implement this grant. That is an increase of \$1,876.25 per month, for a total additional cost per year of \$22,515.00. In our 5 year forecast we have budgets a 3% increase each year. Imagine Learning perpetual student license can serve one student at a time in perpetuity. There is no recurring licensing cost. However, IL has an optional recurring annual technical support and software update cost after three years, reflecting a cost of \$10.00 per student. Professional development PD is an ongoing cost that is currently projected in our 5 year forecast budget to increase by 3% each year. It will not be necessary to add PD specifically for flipping the school after the life of this grant because we are using a train-the-trainer model. This model enables experienced personnel to show a less-experienced instructor how to deliver courses, workshops and seminars. Usually a new instructor first observes a training event led by the course designer or subject-matter expert. A train-the-trainer workshop can build a pool of competent instructors who can then teach the material to other people. Instead of having just one instructor who teaches a course for a long time, you have multiple instructors teaching the same course at the same time. This ensures that employees get timely training to complete tasks according to company policies and procedure without additional yearly cost to the budget.

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

122,000.00 * 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.)

WSA was awarded 21st CCLC funding in the amount of \$850,000 over the past five years. We used that funding, among other things, to tutor and support low achieving students in reading and math in the summer and afterschool. For the current school year we received the Reading Recovery Grant in the amount of \$220,000. We have been using that funding for summer and afterschool tutors as well. As of right now we do not anticipate being awarded either of those grants in the future. Therefore, to continue paying staff to tutor reading remediation, we will have to budget for those salaries out of our foundation/general fund. If we could not budget for tutoring services, we would expect parents to pay for their tutors out of pocket. 99% of our students are on the free or reduced school meal plan and other government assistant programs. They cannot afford this additional cost to their family budgets and students would not receive the additional reading intervention they need as English learners. By using the FL model, and Imagine Learning, students would receive at home tutoring that otherwise their families could not afford. We are spending \$122,000 in tutoring services this year. We will be saving that cost from our general foundation funds if we receive the Straight A Grant. If we are awarded this grant we will be using IL software as our main reading intervention system. Our spending will decrease over time because we will reduce the spending on number of teachers and aids we will need to staff our reading remediation after school, in the summer and as needed in the form of teacher aids in the classroom.

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.

The three major components of our Full Circle Literacy for English Language Learners project are self-sustaining as follows: An original implementation package of Imagine Learning includes installation of the software on our network and training for teachers (4 hour on-site) along with the perpetual licenses that require no future licensing fees. Technical support and content updates are included the first year and are optional after that for a nominal fee. Upgrades to our Imagine Learning software after three years are available at a cost of \$10.00 per student. Once family literacy night workshops will be available digitally for years to come and can be viewed when and where ever it is convenient for parents. They will be able to view the workshops in their own language. They can rewind and watch these videos as many times as they like. As their child moves up in grades they will themselves grow in knowledge of how to help their children at home. Parents may not be the only family members viewing the videos. This system will allow all family members to take advantage of the workshops lessons and create a full circle of available partners in the home who can help and promote education. When considering a self-sustaining project in the FLIP model, once lessons/tutorials have been created the can be used for years to come. It will not be necessary to add PD specifically for flipping the school after the life of this grant because we are using a train-the-trainer model. This model enables experienced personnel to show a less-experienced instructor how to deliver courses, workshops and seminars.

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): 02/01/2014

* Narrative explanation

We currently have Imagine Learning for school wide reading intervention, and our staff is successfully utilizing the program. Our proposal includes the necessary licenses, equipment, and training to extend this successful program for all of our students. Our plan includes the purchase of quality audio/visual equipment, further technical training, computers and other hardware from Smart Solutions and Tarazi Productions that are necessary to fully implement the FLIP Model over the next five to six years. For example, we host two parent literacy nights during the school year, and kindergarten parent orientation. Parents come to the school to attend workshops on how they can be more successful while working with their children at home. Using the full circle approach, we will be flipping the parent literacy workshops through the use of a video recording format to distribute content and resources about literacy to our families on-line. Parents will be able to watch content information in their native language while at home. Then when they attend the in school workshops the focus will be on questions, one on one interaction, and discussions with the teachers. In addition, we plan on changing the way we deliver lessons and units. At home, students will use technology to view pre-recorded lessons and demonstrations from their teachers to prepare them for application of that knowledge in the classroom. They may be assigned additional homework through internet searches and teacher provided links. The advantage of flipping the classroom is to provide students with base knowledge before they come to class, allowing for extra time at school for more in-depth and interactive learning to take place. Such an innovative shift in our teaching model may have its challenges. Keeping teachers, students and families fully informed and trained in the use of technology should lower the levels of anxiety that may hinder this shift.

Implement (MM/DD/YYYY): 03/01/2014

* Narrative explanation

Additional Imagine Learning licenses will be purchased to implement school wide usage. Additional computer purchases will allow students to maximize potential growth with Imagine Learning software by allowing students to complete the 20 or 30 minute sessions 3 times a week as designed. This maximum use school wide implementation plan will occur by March 2014 with the additional resources. Family Literacy Nights will continue as scheduled. Once audio visual equipment has been installed and training conducted, we will begin the task of capturing workshop content digitally by May 2014. We have already begun a pilot program in furtherance of this goal. Transitioning into the FLIP Model is the largest and most progressive piece to our Full Circle Literacy program. Meetings on how to implement this plan, including discussions on what type of technology would be right for our school have been taking place with Smart Solutions and Tarazi Productions. With this grand application we now have quotes and pricing for the necessary equipment and training to effectively FLIP our school. Securing software and equipment and undergoing specific training are of first priority. Once materials are secured and set up in our school we will have Smart Solutions outline a training schedule. In the meantime, professional development starting in April 2014 will introduce the FLIP model to staff. Pilot lessons will be created by teachers who already have some experience in this model and who show an interest in the pilot. The pilots will be evaluated by families, students and staff to ensure effectiveness during the spring and autumn of 2014. Feedback will guide the design of future digital lessons. In school year 2014-2015 each grade is expected to FLIP 20% of their lessons. In the second year 30% of lessons, third year 50%, fourth year 70% and fifth year 100%. By the 6 year mark of 2019, a full roll out is expected with all course lessons available digitally.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

The Imagine Learning TrueData reports provide a variety of reports for teachers, school administration and parents. They are effective tools in ensuring proper usage of the program. Each teacher is responsible for printing and emailing their own reports. With these reports, we can observe usage to ensure each child is getting proper time on the program. The reports are distributed to students to take home, and are emailed to parents. The data from the reports will be reviewed at the weekly grade level team meetings. They will also be discussed at all quarterly parent-teacher conferences and the scheduled semester parent literacy nights. The school leadership team reviews the reports quarterly to check for proper usage. The team takes action if a teacher is not giving their students enough time on the program. Teachers and the leadership meet to review notations on individual students who are struggling on the program and determine an action plan to provide them with extra assistance. At our first parent literacy night we had 70% attendance from our families, with 100% positive feedback that the event was helpful, and provided tools for parents to use at home with their children while completing homework. After the parent literacy night, parents reported a strong sense of empowerment through the knowledge they gained from the event. As we create instructional videos for the parents, we will measure the impact through the use of surveys, direct feedback, and statistics on viewership. We will then use this information to continuously improve the content of future educational videos. In the first year the school leadership team will create a systems to track the progress of each grade level flip. In particular, the leadership team with consultation from its outside partners, will analyze each grade subject matter and prioritize an effective flip strategy, and develop appropriate content goals. The school leadership team will create systems to monitor the progress of parent involvement, and the amount of time each student spends on engaging in video lessons at home, and the overall effectiveness of the teachers in embracing the flip program. A pilot program will be generated in the first year. Surveys, web statistics, and direct feedback from the students, teachers, and parents will be used to further focus and develop the program for the full program roll-out.

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

The four Pillars of F-L-I-P are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator. Educators who flip their classes are flexible in their expectations of student timelines for learning and how students are assessed. Educators build appropriate assessments systems that objectively measure understanding in a way that is meaningful for students and the teacher. In the traditional teacher-centered model, the teacher is the main source of information, the teacher is the "sage on the stage" (King, 1993), i.e. the sole content expert who provides information to students, generally via direct instruction lecture. In the FL model, there is a deliberate shift from a teacher-centered classroom to a student-centered approach, where in-class time is meant for exploring topics in greater depth and creating richer learning opportunities. Students move from being the product of teaching to the center of learning, where they are actively involved in knowledge formation through opportunities to participate in and evaluate their learning in a manner that is personally meaningful. Students can theoretically pace their learning by reviewing content outside the group learning space, and teachers can maximize the use of face-to-face classroom interactions to check for and ensure student understanding and synthesis of the material. Flipped educators help students explore topics in greater depth using student-centered pedagogies aimed at their readiness level or zone of proximal development, where they are challenged but not so much so that they are demoralized (Vygotksy, 1978). Flipped educators evaluate what content they need to teach directly, since lectures are an effective tool for teaching particular skills and concepts, and what materials students should be allowed to explore first on their own outside of the group learning space. They continually think about how they can use the FL model to help students gain conceptual understanding, as well as procedural fluency. Educators use intentional content to maximize classroom time in order to adopt various methods of instruction such as active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject matter. If they continue to teach using a teacher-centered approach, nothing will be gained. It is misguided to think that FL will replace educators. In the FL model, skilled, professional educators are more important than ever, and often more demanding, than in a traditional one. They must determine when and how to shift direct instruction from the group to the individual learning space, and how to maximize the face-to-face time between teachers and students. Gojak (2012) noted that the right question for educators to ask themselves is not whether to adopt the FL model, but instead, how they can utilize the affordances of the model to help students gain conceptual understanding, as well as procedural fluency when needed. During class time, educators continually observe their students, provide them with feedback relevant in the moment, and continuously assess their work. Professional Educators are reflective in their practice, connect with each other to improve their trade, accept constructive criticism, and tolerate controlled classroom chaos. While Professional Educators remain very important, they take on less visibly prominent roles in the flipped classroom.

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.

There have been several studies conducted regarding the effectiveness of Imagine Learning, focusing particularly on the effects of the software on students' standardized test scores. These studies show significant improvement in test scores for students using the software. For example, since 2008, the software's supplemental educational services program has served approximately 7,000 students in kindergarten through 12th grade in reading, language, and literacy. Students using the program have had an average literacy improvement of 17 percent. Based on research conducted by assessment specialists, a significant gain is 8-10 percent. The Flipped Learning Network identified several ways administrators can support and motivate educators as they transition to the FL model. Their recommendations align with what others have noted as strong leadership skills for managing change (e.g., Marzano et al., 2005). It is critical for administrators to pay attention to students engagement and learning, serve as a buffer for teachers when flipping, and encourage them to provide support when working with one another (Schoolwires, 2012). Administrators and teachers should keep parents informed prior to implementing this model. They should know why this change is being made. Expectations should be set for students and parents as to how this model differs from the previous classroom structure. Explaining the shift directly to parents can help avoid difficult situations before they occur (Schoolwires, 2013). There is an established body of research that supports the key elements of the model, which are built on various instructional foundations to shift from a teacher-centered to a student-centered approach to instruction. A key feature of the FL model is to maximize student learning opportunities in the classroom by deliberately shifting direct instruction to outside of the group learning space. The emphasis on maximizing one-on-one interactions turns the focus to student-centered instruction that more actively involves students in the learning process. These approaches are commonly said to involve "active learning," defined as "the process of having students engage in some activity that forces them to reflect upon ideas and how they are using those ideas" (Michael, 2006). Another relevant area of research related to the potential impact of the FL model is focused on the effects of preparing learners with direct instruction outside of the classroom, prior to receiving in-class instruction. A large body of research on the effects of priming on memory indicates that when learners are exposed to particular stimuli, for example a set of facts, their memory or recall of that stimulus is improved due to their previous experience with the stimuli (Bodie et al., 2006). By providing students with direct instruction outside of the classroom, they are in essence "primed" for the active learning tasks carried out in the flipped classroom. The FL model regarding language learners notes that in traditional classrooms, English learners "put most of their effort into the lower levels" of Bloom's Taxonomy—understanding and remembering—as they attempt to follow the teacher's instructional delivery. Marshall and DeCapua (2013) in the FL classroom, the teacher moves lower levels of the taxonomy to outside of the group learning space, where students can then work on mastering concepts on their own time and pace. When using

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

Yes

No

22. If so, how?

Our project can be replicated in other districts in Ohio. Starting out, a school leadership team should review research on the FL model and take advantage of the Flipped Learning Network website, and other resources. There are four "pillars" that are required to support effective flipped learning. 1. Flexible environments: Teachers must expect that class time will be "somewhat chaotic and noisy" and that timelines and expectations for learning assessments will have to be flexible as well. 2. Culture shift: The classroom becomes student-centered. According to the guide: "Students move from being the product of teaching to the center of learning, where they are actively involved in knowledge formation through opportunities to participate in and evaluate their learning in a manner that is personally meaningful." 3. Intentional content: Teachers are required to evaluate what they need to teach directly so that classroom time can be used for other methods of teaching, such as "active learning strategies, peer instruction, problem-based learning, or mastery or Socratic methods, depending on grade level and subject matter." 4. Professional educators: The instructional videos used for flipped classrooms cannot replace trained, professional teachers. (<http://thejournal.com/articles/2013/06/18/report-the-4-pillars-of-the-flipped-classroom.aspx#T0Eu1yeKOTfKvRh.99>) Create a timeline and begin building technology into the school budget. Find partners, such as Smart Solutions and Imagine Learning, to get expert advice about what type of Educational technology is right for you, and what PD is available. Research grant and grant experts to help you find fund to support technology in the school. Share your plan with stakeholders to create ownership and build excitement. For other districts to take advantage of the way we flipped our school they will have many of our resources available to them. Imagine Learning software is a fully-staffed program that is already available for replication. The company has a team of 40 full-time education specialist consultants available to install the program, train teachers on its use, and support the implementations. By the end of our six year forecast we will have ten full-time classrooms 100% flipped and providing high quality lessons on-line in digital format. This will allow other districts access to student-centered lessons taught by highly qualified teachers. In this instance we are not only allowing for replication of the program but also connecting with districts through technology and showing students the importance of a technological world. Our districts leadership team will be available for consultation to other districts who want to make the transition to a FL model. We will provide observations of our teacher's classrooms using the FL model in a digital format on-line through our website. This will allow other districts access to student-centered classroom lead by qualified teachers training in the FL model. Districts that use our model should have a plan to increase the scale and scope of their project. We realize that this concept of how lessons are delivered to students is new and may seem like cutting edge methods to some teachers. To others it is an exciting and natural change in how we use technology to teach. Flipped learning is a new experience for students and teachers. We will continuously update and revisit the type of technology we are using for this teaching method. We will also continue to improve and keep up to date in methods and best practices in the teaching profession and closely watch the research and results other schools are reporting when using the FL model, as compared to our results.

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

Imagine Learning (IL) program objectives provides the substantial value and lasting impact. The impact specifically for English learner's subpopulations follows: Interrupted formal education: This group includes newcomer student populations who have had limited exposure to formal learning environments. These students, who are often the children of migrant workers, struggle with gaps in their knowledge. IL helps to fill these gaps, providing the key content-specific academic vocabulary and concepts from earlier grade levels that students have missed. Long-term English learners: English learners often lack exposure to a thorough academic education in their first language that helps solidify their ability to be either bilingual or biliterate. They may have missed crucial academic content, having been pulled from general classroom instruction. IL provides strategic first-language support for all English learners. Students can utilize the phonemic awareness of their first language as a bridge to mastering English. Students' confidence grows with exposure to content-rich concepts and academic vocabulary. Newcomers: Many immigrants and refugees have little exposure to the traditional academic environment. IL provides first-language support for these students, allowing them to gain both social and academic language exposure while viewing the peer-to-peer modeling videos. IL also provides students with tiered and differentiated instruction to meet their individual needs. English learners with disabilities: The tiered and differentiated instruction provided by IL delivers the curriculum these students need. The program delivers quick remediation when students struggle with concepts, and first-language support helps them move successfully through the program. Addresses cultural needs by providing the following: Differentiated instruction for each student that is based on assessment as well as multimodal learning, Opportunities for peer-to-peer modeling, Instruction for newcomers in learning strategies, Integrated thematic units which are American-centric for students who are new to the United States and need to learn within that framework. Substantial value and lasting impact when flipping a school is seen most clearly in the advantages of pre-recorded unit lesson videos. Teachers will no longer need to spend their time preparing for the same lecture every year. Instead they will use the same unit lesson video each year. This will allow them to spend more time reviewing student data reports to be prepared to drive meaningful and relevant instruction, as well as improve their materials for instruction during the school day. We will be putting our cost of teacher's salary into teachers who spend more time engaged in meaningful and productive activities. Our school ran a three hour after school instructional program for the students. For the five year period, an extra hour of after school instruction cost an average of \$56,667 cost per year per hour. With the video equipment and training provided by Tarazi Productions, our school estimates that teachers will be able to generate an extra hour of video instruction for the students to watch every day within the first two years of the program and then maintain at least that level into the future. The average cost for this program to give the students an extra hour of after school video instruction over the first five years will therefore be about \$11,550 an improvement of 500%.

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.

Focusing on five essential components of reading our students will reach specific benchmarks targeted towards student achievement. As teachers focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension, students will reach benchmarks in total usage of the IL program as well as academic benchmarks focused on building a deeper understanding in reading. Through IL and the FL approach, students will be provided with the content they need for measurable growth. To see if our school increases student growth with the new FL model we will analyze the data from our school wide and state diagnostic. We administer school diagnostics quarterly and state diagnostics at the beginning and end of each school year. We will also analyze our State of Ohio Achievement Assessments and our State Value-Added data. Analyzing the data will determine the direction we take our program and new approach in the future. Usage benchmarks for Imagine Learning will be set on a quarterly term, with the school leadership team looking at goals once a month to make sure students are using the program for the correct amount of minutes. If goals are not met, administration will be able to meet with teachers to implement a plan to obtain the goal for the following month. Monthly benchmark baseline for each grade level: Kindergarten - 240 minutes/month (20 minutes/day x 3 days/week x 4 weeks/month) First grade - Fifth grade - 360 minutes/month, (30 minutes/day x 3 days/week x 4 weeks/month) The School leadership team will track Imagine Learning usage data by logging onto IL and looking at total number of minutes on the program for each classroom. In school year 2014-2015 each grade is expected to FLIP 20% of their lessons. In the second year 30% of lessons, third year 50%, fourth year 70% and fifth year 100%. By the 6 year mark of 2019, a full roll out is expected with all course lessons available digitally. By the end of the 2016-2017 school year each classroom teacher will flip at least three content areas. As grade level teachers are working together the entire school can have all the academic content flipped in six years. A pilot classroom flip program will be set up by our trained leadership team during the first year. They will track data and use the information to set up usage benchmarks terms to determine if each teacher is on target for the flip goals for the year. Benchmarks will include the amount of time each teacher spends digitally recording lessons, setting up internet link pages, working on digital recording software, adding lessons to their page on our website, and assigning homework using the FL model. If teachers are falling behind the leadership team will give additional assistance in the areas needed and will make recommendations for the teacher to revisit PD lessons. If goals are not met, administration will be able to meet with teachers and the leadership team to design an action plan for that teacher to obtain the goal for the following month.

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.

To measure the direct impact on student achievement, one of goals for the program, we will measure the outcome of student achievement after student use the Imagine Learning software based on student data from school wide assessments, state English language test and state achievement test. We can further look back at the available date on student achievement from when we extending the school day for tutoring. This will give us a longer look at previous data and then be able to look at long term trends over the past 8 years and into the future. We will evaluate the spending reduction, our second goal, by analyzing our spending and cost saving trends prior to the implementation of the Flip, during each year of the flip, and at the end of the sixth years. The full school wide flip will take six years so this will be a long term goal. We can predict a five year financial forecast each of the six years. The Imagine Learning TrueData reports provide a variety of reports for teachers, school administration and parents. They are effective tools in ensuring proper usage of the program. Each teacher is responsible for printing and emailing their own reports. With these reports, we can observe usage to ensure each child is getting proper time on the program. The reports are distributed to students to take home, and are emailed to parents. The data from the reports will be reviewed at the weekly grade level team meetings. They will also be discussed at all quarterly parent-teacher conferences and the scheduled semester parent literacy nights. The school leadership team reviews the reports quarterly to check for proper usage. The team takes action if a teacher is not giving their students enough time on the program. Teachers and the leadership meet to review notations on individual students who are struggling on the program and determine an action plan to provide them with extra assistance. At our first parent literacy night we had 70% attendance from our families, with 100% positive feedback that the event was helpful, and provided tools for parents to use at home with their children while completing homework. After the parent literacy night, parents reported a strong sense of empowerment through the knowledge they gained from the event. As we create instructional videos for the parents, we will measure the impact through the use of surveys, direct feedback, and statistics on viewership. We will then use this information to continuously improve the content of future educational videos. In the first year the school leadership team will create a systems to track the progress of each grade level flip. In particular, the leadership team with consultation from its outside partners, will analyze each grade subject matter and prioritize an effective flip strategy, and develop appropriate content goals. The school leadership team will create systems to monitor the progress of parent involvement, and the amount of time each student spends on engaging in video lessons at home, and the overall effectiveness of the teachers in embracing the flip program. A pilot program will be generated in the first year. Surveys, web statistics, and direct feedback from the students, teachers, and parents will be used to further focus and develop the program for the full program roll-out.

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, Heather OBannon, Director, Westside Academy 10-22-2013