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Adjusted Allocation: 0.00

Remaining: -431,169.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

**B) PROJECT DESCRIPTION**

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.

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...
either disadvantage in assisting their child’s overall academic achievement. Thus, we are striving to close the language barrier gap through the use of software, 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 better ways to help their children. 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:

- **A. Academic Library:** games, **B. Computer Activities:** games like Cool Cars game, **C. Student Recordings:** reading of stories, **D. Decodable books:** phonemic awareness, **E. Leveled Texts:** reading of stories, **F. Printouts:** activities, **G. Reviews of lessons:** activities, **H. Music:** activities.

- **Computer Activities** where students make music, to meet phoneme and use everyday words in scenes, **I. Games like Cool Cars noun game:** to meet phoneme and use everyday words in scenes, **J. Modeling Activities using beginning books and daily vignettes:** to meet phoneme and use everyday words in scenes.

Imagine Learning gives readers access to the main menu, and can be used to create. It also allows teachers to review the lessons given. The program also allows teachers to create individualized instruction: adaptive pretest, branching instruction, scaffolded instruction, embedded assessments, prescriptive re-teaching, immediate feedback, strategic first-language support, and detailed student reports.

- **F. Printouts:** activities, **G. Reviews of lessons:** activities, **H. Music:** activities.

**13. 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...) $1,010,605 Professional Development: $16,000 b. Imagine Learning Professional Training: $2,000. Jim Ward Professional Development: $10,000 c. Tarazi Production Training: $4,000 Maintenance on New Equipment: $29,115 General Capiloutry Total Capiloutry $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 $431,168.06 consisting of 146,765 in purchased services, and $284,403.60 in capital outlays. Purchased services includes the purchase of 1- $101,650 for imagine learning perpetual licenses for teacher 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 new software. Capital Outlays includes the purchase of 1: 80 classroom laptops 2- 35 computers for a computer lab, 3- 100 SMART board smartxtra teaching system, 4- 100 SMART board student tablets, 5- 400 Purchase Services Total $146,765

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

$431,168.06 Total project cost

15. What are the new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

22,515.00 Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost 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.

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.).

17. What disadvantage may result from the implementation of the innovative project?

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.

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.
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.)

- **Propositional 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 program includes the necessary licenses, equipment, and training to extend this to include these additional students. Our plan includes the support of quality assurance. The department, further technology and other NATIONAL Smart and Solutions and Tarazi Productions that are necessary to fully implement the FLIP Model over the next five to six years. For example, we have two parent literacy nights during the school year, and both organizers plan to have Parent Night workshops where students can come to school and work on the program. In the next phase of the project, we will be flipping the parent literacy workshops through the use of a video recording format to include content and resources about literacy to our families off-line. Parents will be able to access this information in their native language 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 the material 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 anxiety of levels that may hinder this shift.

**Implementation**

- **Propositional Dates**
  - Plan (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 go through the stage where students are being 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 specialists, a significant gain is 8.

Students can theoretically pace their learning by reviewing content outside the group learning space, and in the next phase of the project, we will be flipping the parent literacy workshops through the use of a video recording format to include content and resources about literacy to our families off-line. Parents will be able to access this information in their native language 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 the material 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 anxiety of levels that may hinder this shift.

**Summative Evaluation**

- **Propositional Dates**
  - 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 parents inside the group learning space. Teachers can also email them to parents. The data from the reports will be reviewed at the weekly grade level team meetings. It 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 notes 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 well attended, 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 videos and our other instructional videos. By the end of the school year the teacher team will accumulate a significant amount of data. The teacher team will review the data with their 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 develop and improve 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 FLIP are “Flexible Learning, 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. 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 educators can maximize the use of face-to-face classroom interactions to check for and ensure 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 that they are demoralized (Vygotsky, 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.3 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 learner, 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 trades, 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 software have had an average literacy improvement of 17 percent. Based on research conducted by assessment specialists, a significant 80 to 98 percent of 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 (Schooeliers, 2012). Administrators and teachers should keep parents informed about the FL 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 (Schooeliers, 2013). There is an established body of research that supports the key elements of the model, which are based 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 and achievement opportunities in and outside of the classroom. Students are expected to maximize learning outside the classroom by actively using the technology they have been taught in the classroom to more actively involve 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 on ideas and use those ideas” (Michael, 2009). Another relevant area of research related to the potential impact of the FL model is focused on the effects of flipping teachers 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., 2000). 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 environments, English learners “but 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 classroom, the teacher moves lower levels of the taxonomy 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. 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 are not only allowing for replication of the project but also connecting with districts through technology and showing students the importance of a technological world. Our district leadership team will be looking at a five-year goal and ensuring 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 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 professionals. (http://journal.asu.edu/articles/2013/08/18/report-the-4-pillars-of-the-flipped-classroom.aspx#T061eY1eK0T7KriW:99) Create a timeline and begin building technology into the classrooms, and partners, such as EdScape Solutions and Imagine Learning, to get expert advice about what type of Educational technology is right for you, and what PD is available.

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

Imagine Learning software is used to monitor students’ progress and measure their success. 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 background 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 the essential language skills that they need to succeed in other bilingual curricula. They are ineffective 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 and make adjustments to their performance.

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, we 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.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

To measure the direct impact on student achievement, one of goals for the project will be to measure the outcome of student achievement after students 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 data on student achievement from when we extended the school day for students and determine if there has been a long-term impact. We will also look at the data from the first 8 years and then transition to the current training reduction, our second goal, by analyzing our spending and cost saving trends prior to the implementation of the FLP, 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. A pilot classroom flip program will be set up by our trained leadership team and administration to determine if each leadership team is ready to implement this concept. The goals for the flip program will include the amount of time each teacher spends digitally engaging, using 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 failing 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 school year.

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 acknowledge on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCP. In the box below, enter “I Accept” and indicate your name, title, agency, organization and today’s date.

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