Budget

Celerity Tenacia Charter School (014158) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (262)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	82,960.00	0.00	0.00	82,960.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	82,960.00	0.00	0.00	82,960.00
						Adjusted Allocation	0.00
						Remaining	-82,960.00

Application

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Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Digital Access for All

2. Executive summary: Please limit your responses to no more than three sentences.

Celerity Tenacia Charter School, a K-2 building, opened its doors in September of 2013 in Columbus, OH where it will grow to a K-8 school over a period of five years. We are proposing funds to purchase laptop computers at a 1:1 ratio of student to computer, in order to prepare our students to be globally competitive. Our instructional model has demonstrated exceptional student achievement in other Celerity Schools and we need increased access to technology in order to replicate that success.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

400 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- [x] Pre-K Special Education
- [x] Kindergarten
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

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

First Name, last Name of contact for lead applicant
Craig, Knotts

Organizational name of lead applicant
Celerity Tenacia Charter School

Address of lead applicant
4605 Hilton Corporate Dr. Columbus, OH 43232

Phone Number of lead applicant
(323) 493-4315

Email Address of lead applicant
cknotts@celerityschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- [ ] Yes
- [x] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- [ ] Yes

☑ No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8.Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Celerity Tenacia strives to have technology available to every student in every classroom; a 1:1 student to computer ratio. Currently our school has an average of a 3:1 ratio. The laptop computers are used by students for research, production of assignments, assessment and instructional software. The Common Core State Standards are designed to ensure that students are college and career ready with 21st century skills. The integration of technology into the curriculum is paramount for the staff at Celerity Tenacia. Our school encourages the use of multimedia that enables students to become producers of knowledge as well as active learners. We encourage project based learning and performance tasks that support our learning goals while giving students critical technology skills and information literacy.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Our innovative project will ensure that all staff, parents, and stakeholders will be able to measure the progress and identify adjustments necessary towards the achievement of these 21st century learning goals to prepare our students to be globally competitive in a technology-driven society.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

☑ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Our goal is to demonstrate a 5% increase in PARCC assessment scores from year to year over a five year period. As a small, inner-city, charter school, staff and administration will annually review the CCSS and NGSS based curriculum in relation to identified student needs for additional rigorous academic curricula.

☑ Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

A 90% Spending Reduction of Textbook and other Instructional Materials can be achieved over a 5 year period with the implementation of this project.

☑ Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Students will utilize the MIND Institute program, Math at school. It requires the student to manipulate technology in a nonverbal manner in order to develop spatial intelligence and develop conceptual understanding. Students will also use the web based Study Island software both at home and at school and teachers will use the Schoolnet online assessment program. In order to increase the effectiveness of their implementation, we need more individual computers. The Charter Management Organization, Celerity Educational Group that manages Celerity Tenacia has a track record of operating high performing public schools in inner city schools with a primarily African-American and Latino population. (See Graph on Application Upload) Celerity Tenacia students and teachers will have greater access to digital resources with the funding of this project. With more computers, students will increase access to online learning tools such as Study Island, ST Math, project-based performance tasks and multi-media resources. Currently, with the 3: 1 student to computer ratio, students have access to computers for approximately one hour per school day. The goal is for each student to have access all day and every day. Celerity Tenacia will continue to provide ample support and staff development to enhance teacher and staff proficiency in the use of these digital tools and increase student mastery in Common Core State Standards and Next Generation Science Standards.

☑ Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Bringing technology into the classroom with a 1:1 student to computer ratio will support shared services delivery model for a variety of student subgroups and community stakeholders. Parents will access to technology at the school site. Students in afterschool programs will have increased access to technology. School staff and administrators will have the capacity to integrate technology projects across grade levels and classrooms to ensure improved student achievement.

10. Which of the following best describes the proposed project? - (Select one)

☐ New - never before implemented

☑ Existing: Never implemented in your community school or school district but proven successful in other educational environments

☐ Mixed Concept: Incorporates new and existing elements

☐ Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

194,960.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

This project includes 400 Laptops which are $350 each for a total of $140,000 plus Teachers Laptops at 1,800 each times a quantity of 20 for a total of $36,000. Also, Document projectors which are $399 each times a quantity of 20 for a total of $7,980. LCD Projectors which are $549 each times a quantity of 20 for a total of $10,980. The overall budget tracks for enrollment growth typical of our model which has been proven in several States. The Digital Access for All Project impacts the overall budget in a positive way. The Expense Reduction totals $120,786 over the 5 year forecast. The Digital Access Project reduces the need of Purchases of Textbooks and Instructional Material by 90%. This Project impacts the budget in such a way as to generate positive cash flow in Year 2. It is also noteworthy that this Project contributes to the School becoming completely debt-free in the early months of Year 5.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

☐ Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

☑ No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

No significant maintenance costs will be incurred. Software licenses will be covered with the initial purchase. The proposed equipment will have a manufacturer's warranty. Additionally, the student waivers have a provision for damage repairs to be made by the user. Occasional

incidental costs ie: power cord replacement are already covered in the budget.

14. Will there be any expected savings as a result of implementing the project?

☑ Yes

☐ No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

120,786.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Anticipated Savings from this project to the expense of Textbook and other Instructional Materials is projected to be: Yr1=5760 Yr2=14222 Yr3=23838 Yr4=33486 Yr5=43280 for a Total Spending Reduction over the 5 year period of $ 120,786

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project is self-sustaining due to a number of factors involved. First and foremost, Textbook and Instructional materials expense are reduced by 90%. Secondly, the projected effective lifespan of the equipment proposed will at least coincide with the length of the Project. The student waivers have a provision for damage repairs to be made by the user. Small item costs ie: power cord replacement are already covered in the budget. In short, there are no significant maintenance costs to our Digital For All program.. Software licenses will be covered with the initial purchase. The proposed equipment will have a manufacturer's warranty.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date RangeAugust of year 1-June of year 5

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Activity1: Train staff on how to use the digital Study Island instructional and assessment program. Timeline: August of Year 1, upon hire and annually thereafter until June Year 5. Activity2: Train staff on how to use the digital Mind Institute instructional and assessment program. Timeline: August of Year 1, upon hire and annually thereafter until June Year 5. Activity3: Train staff on how to use the digital Schoolnet online assessment tool. Timeline: August of Year 1, upon hire and annually thereafter until June Year 5. Activity4: Train staff on how to maximize

online instructional resources to support project based learning. Timeline: Ongoing.

* Anticipated barriers to successful completion of the planning phase

Activity1: Staff may struggle with using data from online tools to drive instruction. Activity2: Staff may struggle with using data from online tools to drive instruction. Activity3: Staff may struggle with reading and disaggregating data to inform instruction. Activity4: Staff may struggle with utilizing reliable and credible online resources to support student learning in project based performance tasks.

18. Implementation - Process to achieve project goals

* Date RangeAugust of year 1-June of year 5

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Activity1: Language Arts: In grades K?6 students will use content specific software to attain grade level performance status in CCSS Timeline: Years 1-5, Bi?monthly Activity2: Mathematics: In grades K?6 students will use content specific software to attain grade level performance status in CCSS Timeline: Years 1-5, Bi?monthly Activity3: Science: In grades K?6 students will use content specific software to attain grade level performance status in NGSS Timeline: Years 1-5, Bi?monthly Activity4: Social Studies: In grades K?6 students will continue to use digital tools for project based learning and performance tasks. Timeline: Years 1-5, Bi?monthly Activity5: Teachers will receive ongoing support in the use of Pearson Schoolnet online assessment system. Timeline: Years 1-5, weekly Activity6: Teachers will receive ongoing support in the use of Study Island. Timeline: Years 1-5, weekly Activity7: Teachers will receive ongoing support on Mind Institute. Timeline: Years 1-5, weekly

* Anticipated barriers to successful completion of the implementation phase.

Activity1: Bandwidth may need to be increased Activity2: Bandwidth may need to be increased Activity3: Bandwidth may need to be increased Activity4: Bandwidth may need to be increased Activity5: Increased time for ongoing professional development Activity6: Increased time for ongoing professional development Activity7: Increased time for ongoing professional development

19. Summative Evaluation - Plans to analyze the results of the project

* Date RangeAugust of year 1-June of year 5

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Activities1: Professional Development Date Evaluated: Annually Activities2: Increased Student Achievement Date Evaluated: Annually Activities3: Parent Satisfaction Date Evaluated: Annually Activities4: Spending Reduction: Date Evaluated: Annually

* Anticipated barriers to successful completion of the summative evaluation phase.

Activities1: Teachers will be well-equipped to implement technology-based instructional and assessment tools with fidelity Activities2: 5% increase in PARCC assessments from year to year with an ultimate increase in 20% by Year 5 Activities3: Parents will demonstrate increased satisfaction with their child's achievement in terms of college and career readiness. Activities4: 5 year projected savings $ 120,786

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Bringing technology into the classroom with a 1:1 student to computer ratio has benefits for a variety of student subgroups and community stakeholders. Parents will have stronger lines of communication to teachers and individualized student information. Students in programs such as ELL and special education have opportunities to use technology as a tool to further growth and align to the Common Core State Standards. Students in a variety of ethnic subgroups will be more easily monitored for academic progress. Student access to technology will be specifically integrated to meet the needs of students underperforming on the PARCC assessments and give students access to limitless online educational resources to inspire curiosity and build schema for the world around them. We expect to successfully and systematically integrate technology to increase student achievement with 5% increase on student performance each year of the project. Our anticipated outcome is to see students advancing through software based curriculum, providing hands-on application of technology through project based learning assignments and strengthen the support of parents at home. This practice has yielded positive growth as measured by benchmark assessment and state test data and in Celerity California schools and has directly impacted our student achievement growth.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

This project will provide real world preparation for students for the future and increase student achievement. Not only are they practicing Common Core State Standards, they are also learning the computer, internet and information literacy skills that are key to the 21st century. Celerity Tenacia's management organization has had remarkable success in its California schools where students have daily access to computers. *Please see graph on Application upload

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The success of the project will be monitored by formative and summative evaluations. The school will gather data, measure growth and summarize its findings using the following formal and informal measures: ? PARCC assessment results in Language Arts and Math ? Schoolnet Benchmark assessments in Language Arts, Math, Science and Social Studies ? Surveys of school staff and administrators ? Purchase Orders & Annual Budget Savings We will document activities and student and teacher outcomes and implementation of increased access to technology. As staff completes this survey each year, the results will be used to measure growth in this area. The impact of technology on the administrative staff will be measured by the level of implementation of increased access to technology at the school. Craig Knotts, Regional Vice President, Celerity Ohio, will be responsible for monitoring and evaluating the progress of the project. Craig Knotts, Regional VP Celerity Ohio 4605 Hilton Corporate Dr Columbus, OH 43232 (323) 493-4315

* 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 project's progress).

Activitiy1: Purchase computers to maintain a student ratio of 1:1 Timeline: 70 by June of each year Projected Outcome: 1:1 student to computer Measurement Tool: Purchase Orders Activity2: Professional Development for all technology-based instructional and assessment tools Timeline: Upon hire & Bimonthly Projected Outcome: Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity Measurement Tool: Staff surveys 3 x per year Activity3: Increased Student Achievement: PARCC assessment & Schoolnet Benchmark Assessments administered Timeline: Quarterly & Annually Projected Outcome: 5% increase in PARCC and Schoolnet Benchmark results from year to year Measurement Tool: Schoolnet & PARCC assessment data

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Craig Knotts will meet with the school's leadership team, teachers and parents at least three times per school year, at the beginning of the year, mid-year, and at the end of the year to assess the implementation of the project. Yearly results will be analyzed to determine areas where additional emphasis needs to be place in professional development. Craig Knotts will respond to the yearly survey results by matching training classes and activities with areas of need shown by the survey. These results and corresponding changes will be documented and used to inform future plans.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Celerity Tenacia will use research-based assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community in order to ensure grant outcomes are maintained and student achievement increases. With the 1:1 student to computer ratio, students will continue to master learning outcomes set forth by the Common Core State Standards and the Next Generation Science Standards. Projected Student Growth 3rd Grade - 6th Grade PARCC Year 1: Baseline PARCC Year 2: Baseline + 5% PARCC Year 3: Year 2 + 5% PARCC Year 4: Year 3 + 5% PARCC Year 5: Year 4 + 5%

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Year 1 Benchmark: 50% implementation: Celerity will purchase one fifth of the computers necessary to support a 1:1 student to computer ratio. Student Achievement- Baseline PARCC assessment & Schoolnet Benchmark Assessments administered Quarterly & Annually (Baseline data collected) Year 2 Benchmark: 60% implementation: Celerity will purchase one fifth of the computers necessary to support a 1:1 student to computer ratio. Student Achievement- PARCC assessment & Schoolnet Benchmark Assessments administered Quarterly & Annually (Year 1 scores + 5%) Year 3 Benchmark: 70% implementation: Celerity will purchase one fifth of the computers necessary to support a 1:1 student to computer ratio. Student Achievement: PARCC assessment & Schoolnet Benchmark Assessments administeredQuarterly & Annually (Year 2 scores + 5%) Year 4 Benchmark: 80% implementation: Celerity will purchase one fifth of the computers necessary to support a 1:1 student to computer ratio. Student Achievement: PARCC assessment & Schoolnet Benchmark Assessments administeredQuarterly & Annually (Year 3 scores + 5%) Year 5 Benchmark: 100% implementation: Celerity will purchase one fifth of the computers necessary to support a 1:1 student to computer ratio. Student Achievment: PARCC assessment & Schoolnet Benchmark Assessments administered

Quarterly & Annually (Year 4 scores + 5%)

* Spending Reduction in the five-year fiscal forecast

Benchmark 1: 1 year = $ 5,760 Benchmark 2: 1 year = $14,222 Benchmark 3: 1 year = $ 23,383 Benchmark 4: 1 year = $ 33,486 Benchmark 5: 1 year = $43,280

* Utilization of a greater share of resources in the classroom

Benchmark 1: a. Purchase computers to maintain a student ratio of 1:1 b. Professional Development for all technology-based instructional and assessment tools Benchmark 2: a. Purchase replacement computers to maintain a student ratio of 1:1 b. Professional Development for all technology-based instructional and assessment tools Benchmark 3: a. Purchase replacement computers to maintain a student ratio of 1:1 b. Professional Development for all technology-based instructional and assessment tools Benchmark 4: a. Purchase replacement computers to maintain a student ratio of 1:1 b. Professional Development for all technology-based instructional and assessment tools Benchmark 5: a. Purchase replacement computers to maintain a student ratio of 1:1 b. Professional Development for all technology-based instructional and assessment tools

* Implementation of a shared services delivery model

Benchmark 1: a. 70 per year by June of each year b. Upon hire & Bimonthly Benchmark 2: a. 70 per year by June of each year b. Upon hire & Bimonthly Benchmark 3: a. 70 per year by June of each year b. Upon hire & Bimonthly Benchmark 4: a. 70 per year by June of each year b. Upon hire & Bimonthly Benchmark 5: a. 70 per year by June of each year b. Upon hire & Bimonthly

* Other Anticipated Outcomes

Benchmark 1: a. 1:1 student to computer b. Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity Benchmark 2: a. 1:1 student to computer b. Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity Benchmark 3: a. 1:1 student to computer b. Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity Benchmark 4: a. 1:1 student to computer b. Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity Benchmark 5: a. 1:1 student to computer b. Trained teachers to be well-equipped to implement technology-based instructional and assessment tools with fidelity

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

☑ Yes

☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Other schools across Ohio can replicate our project. With 1:1 ratio of student to computers, students and teachers can maintain a highly rigorous technology based-instructional model to prepare students to be globally competitive. School-based data teams would need to establish benchmarks and frameworks to provide students access to technology. The project goals would be used effectively through technology-based learning programs such as Study Island and Mind Institute, and should guide classroom instruction by providing necessary data management information needed to tailor instruction. It would also provide additional opportunities for communication between stakeholders. The school district can integrate electronic assessments that provide immediate access to student progress data for teachers, students and their parents. The project would demand extensive professional development on data analysis, data-driven instruction and technology-integrated instructional practices. In addition, other school districts would need to purchase digital tools such as Study Island, Mind Institute and Schoolnet in order to replicate the prospective gains in student achievement. Ongoing professional development for utilizing these programs with fidelity will also be necessary. The estimated timeline for replication would match our project's timeline: 5 years.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

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Consortium

Celerity Tenacia Charter School (014158) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Celerity Tenacia Charter School (014158) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Celerity Tenacia Charter School (014158) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Delete Contact**
Craig	Knotts	Regional Vice President	Responsible for managing the implementation, progress and results of the project	Oversees school sites nationally, with bottom line responsibility for both fiscal and academic performance for Celerity Educational Group	Craig Knotts has managed various private and public grants in California, Ohio and Florida	