## Budget

Lake Erie Academy (143503) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (276)

### U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

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### Adjusted Allocation

0.00

### Remaining

-112,503.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Disruptive Innovation to Transform the Learning Environment at Lake Erie Academy

2. Executive summary: Please limit your responses to no more than three sentences.
The project is intended to implement and continue the use of project-based experiential learning as a tool for all students grades K-11 at Lake Erie Academy. Teachers will focus on developing an engaging and stimulating learning environment that is project-based and with a focus on experiential learning as the root of their instruction. Students will become focused, energized and independent learners. The focus of this project will be changing the learning culture, team-building, problem solving, decision making, goal setting, public speaking, use of technology and leadership while solving real world problems. It is a disruptive innovation that will transform the learning environment at Lake Erie.

3. Total Students Impacted:
320

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Karyn Benner
Organizational name of lead applicant
Lake Erie Academy
Address of lead applicant
2470 West Central Avenue Toledo OH
Phone Number of lead applicant
(419) 475-3786
Email Address of lead applicant
karyn.benner@leonagroup.com

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

Lake Erie Academy failed to meet achievement indicators on its OH Report Card, meeting only 1 of 19. A contributing factor to this factor is the fact that students at Lake Erie are not scoring well on the Ohio Achievement Assessment and the Ohio Graduation Tests. Passing rates for students in reading are: 3rd grade (25%); 4th grade (88.9%); 5th grade (50%); 6th grade (36.8%); 7th grade (33.3%); 8th grade (41.4%); and 10th grade (62.5%). 3rd grade reading scores are 56% behind the OH state average; 5th grade 24% behind; 6th grade 45% behind; 7th grade 48% behind; 8th grade 45% behind, and 10th grade 25% behind. The schools gap score is also far behind expectations, nearly 45% points behind the expected AMO score. Students, nearly 100% of whom are minority and living in poverty come to LEA without proper understanding of how to work with others, how to effectively talk to people, how to problem solve and persevere, how to set goals and create a manageable timeline to achieve these goals. Most lack critical thinking skills to make informed decisions. Lake Erie Academy's school improvement goal is for all students to improve their annual performance on the ELA and Mathematics by 10% each year. In addition, all subgroups will decrease the number of students failing to achieve at a proficient level by 10% annually. To achieve this goal the school has been engaged in professional development focusing on improving the school learning environment using experiential education and project based learning. The school leadership team felt it better met the needs of the student population. We will be reaching out to the Ron Clark Academy who is at the forefront of experiential education practices and positive learning environments. With training and support from RCA Lake Erie will re-create an environment that inspires academic excellence, leadership, collaboration and a world-class education.

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

Teachers and school leaders will experience a model school environment where nearly 100% of students achieve a high levels by participating in the Ron Clark Academy Teacher Weekend. The Ron Clark Academy in Atlanta, GA is reknowned for it's success teaching urban, minority students. Each grade level and classroom will be responsible for implementing a year-long project that is directly tied to the Common Core State Standards. The projects can change from year to year however, they must incorporate activities throughout the year that will build upon their previous year's experiences - for example, from Wigwams in Kindergarten to Survivor Challenges in high school. A student who graduates from our model academy will graduate with a greater breadth of experiences and knowledge applicable towards life in higher education and in the employment sector. The school is located on over ten acres of land. Lake Erie will build a facility that will incorporate challenge, team-building and character development activities into daily "classroom" skills by taking the classroom outside. Examples of these activities include: 1) Swinging Log: a log that is 15 feet long suspended one foot off the ground by a cable at each end which is connected to a tree or post, the objective is to access the log at one of the ends and walk across to the opposite end 2) Mohawk Walk: a series of cables connected to trees approximately 1 foot above the ground - the group must cross cables without falling off 3) Spider's Web: a prefabricated web constructed from a variety of materials from heavy kite string to bungee cords that are strung between two trees, poles, or any freestanding objects, the upright poles/trees are approximately 10 feet apart with 10-15 holes/openings so that every participant in an average sized group can have their own hole, the top border of the web should not be much higher than a group could lift a participant to be passed through a hole, about 6 feet the objective is to get the group from one side of the web to the other side going through the web holes without touching any of the lines 4) Nitro Crossing: A swing rope is attached to a cable handing down from a tree, pole or other object two boards are placed on the ground approximately 10 feet a part to determine the swing distance and the goal is to get the entire group across the swing distance without failing 5) Trust Fall Platform: A platform or tree stump 3-5 feet off the ground the objective is to develop physical trust in the group allowing the participant to climb on top of the platform, turns his/her back towards the group, hold their body rigid, and falls backwards to be caught by the group. Experiential learning incorporates action and reflection in a hands-on learning experience. Discussions throughout the program help to relate lessons learned at the course to real life situations. Through taking risks, stepping outside your "comfort zone," you can learn a lot about yourself, the world around you, and your place in it as well as building your self-esteem, compassion, and courage. The philosophy of adventure education is based on three principles: direct experience to enhance the learning process, the importance of taking risks, and the aim of developing moral character. The course can be used as a recreational tool, its purpose has nothing to do with stunts or daredevil mentality. Rather, the objective is to impel its participants into challenging risks, and occasionally stressful situations so that individuals begin to look at and/or identify specific dynamics of individual and group behavior. Students will have an opportunity to explore activities such as those listed starting with low risk activities and ultimately ending with high-risk activities at the end of their year. Activities and lessons learned through participation in the challenge course will be extended into the classroom. The project will also add some needed technology into each classroom.

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.)

As a result of this innovation the school anticipates all students, 100% will be proficient in reading and math. It's anticipated discipline...
referrals, often a barrier to learning will be reduced to nearly zero. 100% of the school's students will graduate from high school and the majority of those will have successfully applied to a college or university. Those students not planning on college will have other post-secondary options to consider. Students, teachers and parents will recognize LEA as a model of innovation, creativity and passion for educational excellence. Students will create, demonstrate and display creative projects as a culminating experience. A large part of our building level issues stem from working with students who struggle behaviorally. Teachers work hard to build relationships in the classroom and must be strong with classroom management. However, even strong teachers struggle to capture the attention and effectively motivate all learners. The leadership team (CSSLT) has researched programs that would benefit all students both intellectually and challenge them interpersonally. Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities (ae.org). The goal is to increase student achievement, hold all students accountable for their own success and provide tools necessary to ensure success. The tools piece has always been the missing link. Research shows students learn best by doing. By providing staff with professional development in this area LEA will be providing students with exactly the types of learning environments they will thrive in; challenging staff to teach outside the box and restructure their classrooms to accommodate for such learning. Presenting students with a challenge, encouraging them to solve the challenge in groups and troubleshoot mistakes will teach students critical thinking skills to ensure academic success with an increased level of rigor. By encouraging team decisions and the value of working together, students will be more inclined to make better decisions in a classroom community thereby preventing disciplinary referrals which takes them out of the learning environment. Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning thereby increasing the level of engagement in each classroom. School level data suggest is an area of concern at LEA. Student achievement is low and behavioral referrals are high. Staff at LEA are highly motivated to increase not only student achievement but also provide a holistic approach to each child's education. The innovative part of the professional development will be attending The RCA (Ron Clark Academy) Experience in Atlanta, Georgia. RCA is a model school that hosts educators from all over the world. The training will demonstrate innovative instructional strategies for reaching all levels of students. Ron Clark, Kim Bearden, and the rest of the RCA family will be sharing their passion for teaching. This is an opportunity to observe Ron Clark and other RCA teachers in action. In addition to the classroom observations, teachers will also attend three workshops on training days. Topics include: Creating a climate and culture that promotes student success; Strategies for effective classroom discipline; Integrating music into the classroom; Increasing student engagement through higher order questioning; Teaching creatively while achieving high standardized tests; Implementing games that promote student engagement; Promoting academic rigor while meeting the needs of all learners.

- 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.)

- 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.)

- 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.)

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
### 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.

| State the total project cost. | 112,503.00 |

* Provide a brief narrative explanation of the overall budget.

The budget will fund development of a facility that will allow the school to incorporate challenge, team-building character building activities into daily "classroom" skills by expanding the learning environment taking to outside. The cost of materials and permits is estimated to be $10,400. Labor will be a combination of local maintenance personnel and volunteers. The budget includes $1,000 for additional liability insurance - as needed. Grant proceeds will fund professional develop for teachers to learn how to utilize the new facilities and how to use the skills needed to implement and continue to use project-based experiential learning as a tool for all students grades K-12 at Lake Erie Academy ($8,000). This will involve travel to related conferences, substitutes, travel expenses and presenters as the school. Additional professional development will be provided to support the school's intervention programs (e.g. Read Naturally). This too will involve travel to related conferences, substitutes, travel expenses and presenters as the school. Professional development will include attending The grant will fund travel and related expenses to attend the RCA (Ron Clark Academy) Experience in Atlanta, Georgia where teachers will be immersed in an intensive experiential weekend as they learn innovative instructional strategies for reaching urban, economically disadvantaged students. This is an opportunity to observe Ron Clark and other RCA teachers in action. Topics include creating a climate and culture that promotes student success; strategies for effective classroom discipline; integrating music, art, humanities and creativity into the classroom; increasing student engagement through higher order questioning; teaching creatively while achieving high standardized tests; implementing game-based activities that promote student engagement; and promoting academic rigor while meeting the needs of all learners. ($40,200).

Parent involvement is critical to the success of a school. The school will develop a comprehensive parent involvement plan to engage parents in the students' learning experiences ($3,450). Activities will include parent workshops, open houses and attending presentation events. Because students will be expected to research innovative topics, prepare a creative project as a culminating experience and present their project to peers, staff and parents, creative technologie and software will be purchased. The school will purchase one "Creation Station" per classroom that will include an iMac computer, printer and software ($45,703). The technology purchase will include extended warranties for equipment. The technology budget includes funds for improving the technology infrastructure as needed. ($2,500) Added IT support will be needed to install and implement the project ($4,000).

### 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.

The costs for sustaining the project include: Annual Liability Insurance Rider ($1,000); The school anticipates there will be less need for IT support after the installation of the systems. (Printer and related computer supplies ($6,500 : $500/YR/Station); Supplies for student projects: ($6,400 : $20/Student/YR); Replacement of capital equipment if needed ($500/year). The replacement cost will increase over the grant period as equipment ages. There will be no additional professional development expenses related to the grant. Should new teachers need to be trained the existing staff will provide the training (Train-the-Trainer).

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

### 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. *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.

The school will realize a modest saving as a result of implementing this project. The 5-year budget forecast includes funds for acquisition of new capital equipment. The need for new capital equipment will continue in the future, but the line item can be reduced because of the purchase of a new work station for each grade and upgrades to the infrastructure. The school anticipates there will be less need for IT support after the installation of the systems. The impact statement reflects this savings. The school has decreased capital expenditures in the forecast by an amount slightly more than the cost of the new computers the logic being this will not be a future purchase. The impact statement also reflects a decrease in capital expenditures for infrastructure and maintenance of older technology equipment. The supply budget increase as per the projected budget, but will be offset by the purchase of other supplies.

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

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 will be self-sustaining during and after the grant funded period. The school's forecasted expenditures on new capital equipment will be reduced because the grant will fund one new work station per grade and upgrades to the school's IT infrastructure. In particular, upgrades to the infrastructure will be a significant savings, reducing expenditures more than the computers themselves. The school budgets several thousand dollars a year for acquisition of new infrastructure. The grant-funded equipment purchase will not completely eliminate the need to purchasing capital equipment. Funds will be reserved for purchase of other capital equipment as needed. No future expenditures for professional development related to the project are anticipated. Because the school will use a "train the trainer" model. The project is currently an initiative of the school so general budget funds currently resources are used for the program. The proposed budget includes a small increase in supplies, but careful allocation may eliminate this altogether. This is a consideration, but it not certain enough to include in the financial impact table.

### 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 Range (April 2014) - August (2014)

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

April CSLT will meet to begin analyzing 2013-14 student achievement The CSLT will revise the school improvement plan as necessary The CSLT will plan professional development for the upcoming school year to address student needs STAR Reading and Math results will be analyzed OAA and OGT results will be analyzed A final report will be prepared for staff, leadership and the Board July The CSLT will serve as
the planning, implementation and evaluation team for this project under the direction of the school leader. The CSLT will meet as soon as possible to finalize a plan for implementation of the project. The CSLT will finalize a professional development plan as per the grant proposal including a visit to the Ron Clark Academy. The IT team will conduct a final survey of the tech needs for the project. Construction permits will be obtained. RFPs for tech equipment will be prepared. RFP for construction materials will be prepared - donations will also be solicited. The CSLT will prepare a pre-project perception survey for staff, students and parents. The CSLT will plan parent involvement activities. Commit to any curriculum changes that need to be made as the project is implemented. August CSLT will meet to finalize a PD plan for the project. CSLT will meet with building and grounds personnel to discuss building the “course.” Planning for the teacher visit to RCA. The CSLT will schedule a pre-visit staffing to update professional staff. RFP for the project will be reviewed. Orders for tech equipment will be placed. Visit to RCA to take place if possible.

* Anticipated barriers to successful completion of the planning phase

The timeline for making the plan work for the 2014-15 school year is very short - it may need to be changed. Arrangements for conference attendance may not be able to be made on the proposed timeline. Space and time for teachers to attend the conference may result in delaying the visit. Delays in purchasing may be encountered.

18. Implementation - Process to achieve project goals

* Date Range September (2014) - December (2014)

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

| September Parent meeting to inform parents of changes at LEA Obtain building permits for the "course" Begin construction late September Training for staff to use outdoor course Installation of new infrastructure to begin Communication to parents re: new course Benchmark data collected (STAR Reading/Math and Read Naturally) Perception survey distributed and analyzed October Open house for parents to observe the changes that have taken place at LEA Complete course construction Complete infrastructure upgrades and install classroom work stations Continue with classroom changes as per the plan Progress monitoring (STAR Reading/Math and Read Naturally) Plan interventions based on results Tier II and Tier III interventions will begin Use of the challenge course will begin November The CSLT will continue to monitor implementation progress of the plan Open house for parents to observe the changes that have taken place at LEA Continue with classroom changes as per the plan Progress monitoring (STAR Reading/Math and Read Naturally) Revise interventions based on results Parent involvement and PD will continue into the next year. December The project is fully implemented Progress monitoring (STAR Reading/Math and Read Naturally) Revise interventions based on results Parent involvement and PD will continue into the next year.

* Anticipated barriers to successful completion of the implementation phase.

The arrangements for visitin the RCA on such a short timeline may be difficult. Delays in construction. Delays in delivery of materials. Access to the course may be limited because of weather.

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

* Date Range September (2014) - May (2015)

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

| The CSLT will continue to meet to discuss and evaluate progress toward implementation. The CSLT will receive regular feedback from the teacher based team about student achievement and progress. The effectiveness of the RTI interventions will be evaluated and adjusted January (2015) Administer interim - implementation survey re: climate CSLT will prepare an interim progress report on student achievement for the staff, leaders, parents and the Board May (2015) Administer post - implementation survey re: climate Final evaluation of student data (OAA, OGT, STAR and Read Naturally) Report to staff, parents, leaders, and Board prepared.

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

The current team structure may change due to staff turnover.

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:

Teachers will work hard to build relationships in the classroom. Teachers will be successful at capturing the attention of and at effectively motivating all learners. The school will have adopted and embraced experiential education as a philosophy. Educators will purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Student achievement will improve and all students will become accountable for their own success and provide tools necessary to ensure success. Staff will begin to teach outside the box and restructure their classrooms to accommodate for such learning. Students will solve challenges in groups and troubleshoot mistakes. Students will demonstrate the use of critical thinking skills. Staff will ensure academic success with an increased level of rigor. Students will be more inclined to make better decisions in a classroom community thereby preventing disciplinary referrals which takes them out of the learning environment. Students will be actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning thereby increasing the level of engagement in each classroom. LEA will provide a holistic approach to a child's education. The school will have been successful at creating a climate and culture that promotes student success. Teachers will be using strategies for effective classroom discipline. Teacher will be integrating music into the classroom; Teacher will be increasing student engagement through higher order questioning. Teachers will be teaching creatively while achieving high standardized tests. Teachers will be implementing games that promote student engagement; Teachers will be promoting academic rigor while meeting the needs of all learners.
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.

The school leader has substantial personal and professional experience with project based and experiential learning through the Outward Bound program. She was both a participant and an instructor. There is considerable research supporting programs of this nature. As examples: A meta-analysis of the value of experiential and outdoor programs conducted by Cason and Gillis (1994) reported the highest effect sizes on participants in experiential programs were self concept (0.34), behavioral assessment by others (0.40), locus of control (0.30), grades (0.61) and school attendance (0.47). According to research conducted by Hattie, et. al., the effects on academics of outdoor experiential courses were "most impressive." Gains were shown in both general academic performance such as problem solving and direct effects such as math scores. In their article, "Experiential Education in the Classroom and Academic Outcomes," published in the Journal of Experiential Education (2006), Bob Ives and Kathryn Obenchain found that Students engaged in a curriculum that emphasizes student-directedness and complex problem solving over focused practice on lower level fact and skill acquisition showed a significant advantage in higher order thinking skills with no loss in lower order thinking skills. In a 2006 article, "Reducing Academic Achievement Gaps: The Role of Community Service and Service Learning Scales," it was concluded that students with higher levels of service/service-learning reported higher grades, attendance, and other academic success outcomes. Specifically related to this project, low-SES students with service/service-learning and other experiential learning opportunities scored better on most academic success variables than their low-SES peers with less or no service or service-learning. Service-learning may be especially attractive to principals of low-SES schools, in part because it may be related to higher achievement generally and to smaller achievement gaps between higher- and lower-income students.

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.

Because she has an ongoing professional connection with the school an external evaluation of the project will be done by: Starr E. Keyes, Ph.D., Assistant Professor Special Education Bowling Green State University Bowling Green, OH 43403 Phone: 419-372-7286 skeyes@bgusu.edu Dr. Keyes will provide the school with a report of the program's effectiveness on student achievement in reading and math. Data will be analyzed through visual analysis of graphs; analyzing performance level, variability, and slope; as well as descriptive statistics (i.e., measures of central tendency, effect size). Qualitative and quantitative data will be analyzed to determine the efficacy of the intervention, and student and teacher perceptions.

* 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).

Short-term objectives will be measured using classroom levels assessments developed by teachers. Teachers will use Thinkgate IIS to produce these short cycle assessments. STAR Reading will quickly screen students for reading problems. Once identified students start receiving the intervention program, teachers will be able to immediately view student results in table and graph form and track student changes. It is expected teachers will observe improved reading skills in most students using these tools and methods. STAR Reading will also be used to measure somewhat longer-term objectives. It will be used for benchmarking and three times per year, as well as progress monitoring, if appropriate and necessary. Skills measured among others will include foundational phonics, word recognition, vocabulary and fluency. Read Naturally will also provide progress monitoring reading fluency data, as well as give schoolleaders information about the effectiveness of the RTI interventions. School staff will chart the number of Tier I and Tier III students. It is expected the number of students needing intensive interventions will decrease by 10% each year as the project becomes fully implemented. Data over the course of the grant period will be collected and reported to all stakeholders in the school, other coaches and leaders in the OH corporate group and corporate leaders. The effectiveness of the program will be reported to Bowling Green teachers and administrators. It is anticipated that Dr. Keyes will write extensively about the project. Teachers and school leaders will be encouraged to write articles, perhaps co-author articles with Dr. Keyes, and submit them to professional journals. Staff will also be encouraged to offer to present the outcome of the project at professional conferences.

* 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.

The school's leadership team (CSLT) will continually monitor the effectiveness of the program. At bi-weekly meetings the CSLT gathers and analyzes data regarding student achievement, the effectiveness of interventions and makes recommendations to the administration and staff about changes in practices that may improve student performance. With the consultant and the school leader they will have the authority to modify or change the program if progress is less than expected. Teacher teams meet weekly and analyze student achievement, suggest interventions and make adjustments to teaching strategies. They report to the CSLT and will be able to report effectiveness of the program,
changes that might need to be made and make suggestions about professional development needs teachers may have.

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.

100% of LEA students will be proficient in reading and math. Discipline referrals, often a barrier to learning will be reduced to nearly zero. 100% of the school's students will graduate from high school and the majority of those will have successfully applied to a college or university. Students not planning on college will have other post-secondary options to consider. Students, teachers and parents will recognize LEA as a model of innovation, creativity and passion for educational excellence. Students will be able to create, demonstrate and display creative projects - improved communication skills. This project will provide information regarding the effectiveness of experiential and project-based learning when implemented by classroom teachers, as well as the effects of teacher training on fidelity of implementation. This knowledge will strengthen the use of project-based learning at Lake Erie Academy and add to the knowledge that exists regarding the impact of experiential learning, and teacher implementation, on reading and math skills. Students who receive the CAI will begin to close the reading achievement gap between themselves and their typically developing peers. The students will gain an increase in confidence and reading skills, which will help them continue to progress not only in reading but across the curriculum.

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

In the short term, as the program is implemented all points of data will be monitored to determine if there is improvement. Lake Erie is using STAR Math, STAR Reading and AimsWeb for benchmarking and progress monitoring. Results of these assessments will indicate if the program is contributing to academic growth. Behavior referrals will be monitored and reported by the school leaders. Behavior progress will be a positive decrease in the number of and severity of discipline referrals. Longer term, results on the OAA and OGT will indicate program success. The CSLT will be responsible for working with the school leaders to evaluate the program's impact and make recommendations for changes. Short-term objectives will be measured using teacher created assessments administered at the classroom level. Results will be evaluated weekly at the TBT meetings. Interventions will also be planned at the TBT level. Benchmarking using STAR and Read Naturally will give the staff information about baseline achievement data. Follow up progress monitoring will give the staff information about progress toward improving student achievement in reading and math. Long-term objectives and the ultimate success of the program will be measured using results on the state's high stakes tests (e.g. OAA).

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

The principal participants in this project at Lake Erie Academy will submit presentation proposals and manuscripts to the management group, sponsor, and Board of Education upon completion of this proposed project. Furthermore, the team plans to extend this research into other schools, and collaborate with colleagues at other schools, to the extent possible. It is the intent that results of this project be presented at state and national conferences. Staff will be encouraged to write journal articles for submission to professional journals. This is a program that can easily be replicated in other Ohio schools and school districts. With the information gathered during this project, implementation in other districts can be more effective. The scope of the project can be increased to include additional academies managed by The Leona Group and will be made available to other interested schools in Ohio.

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).

Karyn Benner, School Leader Lake Erie Academy
<table>
<thead>
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Partnerships

No partners added yet. Please add a new partner by using the form below.
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<tr>
<td>Patricia</td>
<td>Humbert</td>
<td>Instructional Coach</td>
<td>Planning Curriculum Data Feedback</td>
<td>BA - Education MA - Education</td>
<td>RCA graduate OH Leadership graduate 5 yr as a coach 10 yr as a teacher</td>
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<tr>
<td>Karyn</td>
<td>Benner</td>
<td>School Leader</td>
<td>Planning Leadership Vision Evaluation</td>
<td>Bachelor of Arts - Education Master of Arts - Educational Leadership</td>
<td>2 years leader experience Outward Bound counselor Teaching experience Ron Clark Training OTES Training Ohio Leadership Institute Graduate</td>
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<tr>
<td>Daniel</td>
<td>Scow</td>
<td>State and Federal Grant Coordinator</td>
<td>Author of the grant Budget preparation Compliance</td>
<td>Bachelor of Arts - Education Master of Arts - Educational Leadership Master to Arts - Organization Management</td>
<td>25 years high school principal 5 years superintendent of schools 1 year grant coordination</td>
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