

Budget

Renaissance Academy (011439) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (280)

U.S.A.S. Fund #:
 Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	378,700.00	0.00	378,700.00
Support Services		0.00	0.00	295,000.00	0.00	0.00	0.00	295,000.00
Governance/Admin		0.00	0.00	12,000.00	0.00	0.00	34,128.96	46,128.96
Prof Development		0.00	0.00	56,234.00	0.00	0.00	0.00	56,234.00
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	363,234.00	0.00	378,700.00	34,128.96	776,062.96
Adjusted Allocation								0.00
Remaining								-776,062.96

Application

Renaissance Academy (011439) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (280)

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 Professional Learning Network: Connecting Teacher educators to the Learning Network

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

The Digital Professional Learning Network (DPLN) is a way for the educators and learners to collaborate digitally anytime and anywhere with high quality job-embedded localized professional development. We focus on helping teachers transfer digital/blended learning professional development to 21st Century classroom learning tasks. This blended learning professional development approach amplifies a Common Core culture and climate built for thinking and learning. The Digital Professional Learning Network (DPLN) plan will improve academic achievement by providing students with 24/7 access to high-quality and standards aligned open-source digital content. This project will also support the school's goal of a substantial spending reduction realized over the period of a five-year forecast by reducing the cost of the current textbook purchases, resource allocations and staff training.

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.

1000 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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Sharice L. Martin

Organizational name of lead applicant
The Renaissance Academy - Formally known as Providence Academy for Student Success

Address of lead applicant
4300 Kimberly Parkway Suite 100 Columbus, Ohio 43232

Phone Number of lead applicant
614 866-7277

Email Address of lead applicant
mrsmartin.97@gmail.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

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

Problem: As school districts are moving toward digital solutions and educational technology, the ability to scale training for digital implementation of learning strategies often falls short with teachers. Districts can enhance content offerings and improve student learning while also saving money by switching to digital content. However, training teachers to implement digital learning strategies can help support the school district's 1:1 initiative and academic intervention strategies.

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

Solution: This project proposes to move the district from a textbook based system to one where digital content is provided through mobile devices to promote learning that can occur 24/7, with the overarching pedagogical approach of flexible, personalized, student-centered learning with students driving their learning. The goal of DPLN is to launch and assist schools in the implementation of innovative, research-based, field-tested, and sustainable digital instructional practices by teachers. We believe that knowledgeable and experienced teachers integrating digital technology are the key to providing the essential knowledge, skills, and practices that enable students to develop 21st century learning outcomes. The transfer of professional development to classroom instruction is an essential attribute of the continuous learning process. DPLN provides a platform that engages an entire staff with the school's identified continuous improvement plan and goals. Schools will be able to include all faculty members in the systemic implementation of effective practices. Through the DPLN, participating students will have instant access to 21st Century open source digital content. Through the Ohio Resource Center, the state has digital repository that consists of thousands of learning objects and digital tools. This project will put devices and content into the hands of 1000 students who otherwise would not have access to 21st century resources. Therefore, these practices will be measurable, job-embedded and outcomes driven. Through a one-to-one initiative (1:1), each student will be provided with a mobile device that will allow him or her to access this digital content. It has been found that 1:1 initiatives directly impact student achievement. Teaching and learning, plus ELA and Math achievement practices, change when students and teachers are provided with digital learning devices and additional educational technology pedagogy (Bebell & Kay, 2010). This is supported by research findings that students' use of their digital devices for learning was the strongest predictor of students' improved reading and mathematics summative assessment scores.

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.)

By providing The Renaissance Academy Providence Academy For Student Success and the Millennium Community School with Straight A Funds to systemically purchase digital devices and provide comprehensive professional development training of the teacher staff, those staff members will learn how to integrate technology in the learning process as they cultivate the teaching and learning environment. Academic achievement will increase and spending will decrease as measured by assessment data and financial records. Providing access to digital devices, personalized learning and a blended learning experience will directly impact student achievement and teacher effectiveness. Students who are a part of this project will have digital lessons and learning objects that can be assigned to individual students who may be working at different paces and skill levels or on an Individual Education Plan (IEP). This will have a direct impact student achievement and lowering the fiscal forecast of the district. This specific proposal to purchase digital devices and train teachers will directly impact the learning of students: 1. Improve student learning through technology driven instructional tasks. 2. Improve technology knowledge and skills to integrate technology instruction and platforms into the student learning process. 3. Improve decision-making, productivity, engagement and efficiency in the classroom through the use of technology integration and application. 4. Improve equitable access to appropriate technologies among all stakeholders. 5. Improve the instructional uses of technology through the application of students' research and evaluation of academic content.

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.)

Any initiative requires deep and extensive training opportunities for the users. With schools moving to digital technology, ALL adults working directly with students need the appropriate training and tools. For a district of this size to accurately train ALL teachers using the traditional method, it will cost approximately \$1,000,000 annually (not including the purchase of hardware, continuing education college credit, purchase

of books and materials). The total one-time investment of this Straight A grant initiative will provide the consortium districts with 5yrs worth of training material and technology hardware. Thus, spending \$5,000,000 over five-years to train to scale all teachers. With this innovative digital professional learning network approach, this educational consortium professional development for teachers over a 5yr forecast will be \$345,000. With teachers using more shared and open-source content, the need to purchase textbooks and supporting materials will no longer be an expense in the 5yr budget forecast.

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.)

Utilization of a greater share of resources in the classroom that will enhance the classroom as a result of this innovation will be observed in the following ways; - Reducing and repurposing existing curricular and text budgets - Redefining teacher and staff roles and reallocating personnel resources - Increased class size coupled with greater personalization - Increased student enrollment fostered by innovative programs and personalized learning

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.)

1. Increased learning effectiveness and communication (for the students and employees), over either pure traditional classroom learning or pure e-learning. 2. Increased convenience (for the students and employees). The blended learning program can make it easier for the employees to attend training anytime and anywhere. 3. Open source digital resources and best practice implementation of The Ohio Content Standards can be shared both internally (to own students or employees) and externally (the general public, consortium members, the government, news media, and for instructional audit purposes, etc.). 4. Cost savings (for the school or the consortium). The cost savings may result from possibly increasing anytime anywhere instructional and learning time. Educators will not need to use critical instructional time for scheduled training. 5. The Blended Learning program can help ease the classroom space needs by having students and employees learn more from outside the classrooms. The freed-up classroom space can potentially be used for other purposes.

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.

776,062.96 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

At the district level, consortia members have included the purchase of digital mobile devices for each student for grades k-12 at an estimated cost of \$350 per unit totaling \$350,000 and laptop computers for each teacher at \$350 each for a total for \$28,700. Costs in the budget include cost of license fees for access to blended learning digital course made available through the DPLN. \$245,000 is provided for 1000 seat licenses for content for the term of the grant. Additionally, an allowance is provided for \$50 per student for the purchase of digital learning tools/apps/digital assessments available through DPLN platform from various vendors. Together over \$50,000 will be allocated for expenditures on digital content in order to place more Smarter Balanced digital resources in the classroom. Training for use of the DPLN and implementation of learning strategies is available through Liberty Leadership Development. Cost for face-to-face Professional Development session for the school is estimated at \$12,200. Staff will receive voucher of \$537 per staff member, which will be used to award job-embedded online digital professional development continue education college graduate credit (3hrs). The graduate credit will be used for highly qualified teacher (HQT) State of Ohio licensure renewal. Additional college credit PD costs at the district level are estimated at \$44,034. An external third party, to ensure objectivity, will provide program evaluation; cost is estimated at \$12,000. Additionally teachers and expert staff will conduct an internal evaluation. The project budget also provides for the administrative fee of 4.6% or \$34,128.96 allocated to the lead applicant.

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.

Upon completion of the Straight A Project, recurring costs will include annual professional development licenses at a reduced premium level cost, as capacity will be mostly build upon the completion of the grant. Additional costs will be offset by through the budgeting of Title I and Title II funds. Therefore, making for a budget neutral continuous improvement plan. The total cost for maintaining professional development training and license will be under \$90,000 for this consortium. The ability to purchase in bulk and share digital resources will help reduce costs and enhance learning.

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. 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.

458,069.00 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

For a district of this size to accurately train ALL teachers, it will cost approximately \$1,200,000 annually (not including the purchase of hardware, continuing education college credit, purchase of books and print materials). Savings on professional development for ALL staff members includes \$1200 per staff member: Conference training fees Communication Travel Lodge Food and expenses

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.

This project is self-sustaining due to the use of grant money to initially change the culture and climate for training teachers. Additional training sessions will be allocated through the Title I and Title II budget. Sustainability is generated through the digital instructional tools and job-embedded nature of the project. Teachers will develop the essential skills required to support Common Core and best practice instructional strategies. With a highly qualified and trained teacher staff, the implementation of digital learning tools and support of learning becomes more robust for the students.

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 Range 7/14/14-7/31/14

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

- Supportive climate and culture - Data-driven strategic planning - Resource development and monitoring (budgeting to support research-based practices) - Authentic community engagement - Effective communication - Engaging students and family Personalized Student Growth

* Anticipated barriers to successful completion of the planning phase

The lack of 1:1 hardware to demonstrate the Blended Learning Platform

18. Implementation - Process to achieve project goals

* Date Range 08/14-06/15

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

- Research-based High Payoff Instructional Strategies - Literacy Across the Content - Brain-Based Research - Digital Literacy - Brain-Based Research student engagement ? Application of teaching and learning strategies for 21st century digital learners - Unpacking the State Content Standards - Formative and Summative Assessments (including Performance-Based, Alternative and Adaptive Assessments) - Developing Smarter Balanced units of study - Designing and using instructional rubrics ? Differentiation via technology - Walk-throughs and appraisals - Community engagement - New staff induction and training - Focus on learning outcomes ? Data analysis and strategic planning

* Anticipated barriers to successful completion of the implementation phase.

The ordering and delivery of digital hardware and insuring digital infrastructure is compatible, Digital device and usage policy developed by the school board..

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

* Date Range May 2015

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

21st Century Learning Focus Program Assessment Using 1:1 meetings with members of the leadership team and embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer professional development. There will be a measurement of anytime anywhere implementation, through the use of digital technology, to enhance content and pedagogy. Teachers and leaders will become more fluent practitioners in the implementation of content and pedagogy through the use of digital technology. The summative evaluation will focus on the following areas: Implementing Personalization ? 1:1 Digital technology implementation and application ? Personalized student academic growth plans and benchmarks Short Cycle Assessments ? Exploring short-cycle adaptive assessment data ? Short-cycle aligned assessment resources and application strategies Classroom Practice/Learning Conditions ? Students create, curate and own their work via blended learning technology ? Lesson design and delivery via Blended Learning platform ? Research-based instructional models for integrating technology Student learning targets are identified with differentiate instructional tools Project Milestones will be measured quarterly and in real-time.

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

The barriers will reside in the level of wireless infrastructure and the on time delivery of hardware

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:

Teacher professional development - Looking at Student Work Standards-Aligned, Unit Design and Delivery ? Differentiation ? Implementing Student Performance Assessments ? Formative and Summative Assessments ? Best Practice Instructional Models ? Designing and Using Rubrics with students ? Alignment with State and 21st Century Standards Leadership Retreat: Growing and Supporting Effective Teams - Distributed leadership - Effective meetings - Progress monitoring - Walkthroughs and appraisals - Community engagement - New staff induction and training - Focus on learning outcomes

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 evaluation process will include students' formative and summative assessment evidence, administrative data analysis, survey research, and observational records obtained from classroom walk-throughs. The process will measure the initial degree of program fidelity via the engagement levels and job-embedded participation levels of teacher staff members to ensure full implementation of the digital learning best practices. This data collection is through the DPLN LMS, teachers working with student tasks, administrative observations, and student surveys. Student engagement, higher graduation rates, increased value-add scores, and an increase in students graduating college and career ready also measure the evaluation process. This data will be collected through the district's student information system, surveys, and observations. Measures of project success include student performance on annual standardized assessments. We will use the OAA/OGT reading and math achievement tests for grades 3-10, and diagnostic reading and math assessments for grades K-2. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. For high schools, we will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores, % of graduates that earn certification in a career/tech program, and whether or not 9th graders are on track to graduate. As the project progresses, the district will include additional success measures consistent with literature on high-performing schools. The baseline will be length of student engagement, attendance, state assessments scores, graduation rates, and expenditures on textbooks in the immediate three years prior to the grant award. In each subsequent year, it is expected that the academic outcome measures will improve and the expenditures professional development for teachers will decrease. If measured progress is insufficient to meet program objectives, systematic adjustments will be made. Interpretation and Reporting The evaluation will be conducted by an external third party vendor to ensure objectivity and expertise in the process. The results will be compiled by that vendor into an evaluation report by September 30 of the grant period and presented to the superintendent, leadership team, board and posted publically on the district's website.

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 third party program external assessment evaluator: Dr. Carolyn Rogers Founder of Leadership Development 320 Sharebrook Ln Columbia, SC 29212

* 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).

Quantitative Methods - Explain the data collected and their statistical treatment as well as all relevant results in relation to the research. - Choose a minimally sufficient statistical procedure; provide a rationale for its use and a reference for it. Specify any computer programs used. - Describe the assumptions for each procedure and the steps you took to ensure that they were not violated. - Use inferential statistics; provide the descriptive statistics, confidence intervals, and sample sizes for each variable as well as the value of the test statistic, its direction, the degrees of freedom, and the significance level (report the actual p value). - Use tables to provide exact values; use figures to convey global effects. Keep figures small in size; include graphic representations of confidence intervals whenever possible.

* 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.

Data requirements in the blended learning platform (short term and long term) for both students and teachers: - Total Pages Viewed - Resources Viewed - Interactive Comments - Interactive Discussions - Interactive Job-Embedded Assignments Timeline: Data will be allocated over the entire course of the Straight A grant period. The Blended Learning data will be quantitative in nature. The qualitative aspect of the measurement process will be conducted May 2015. Project Modification: If there is a delay in the dissemination of hardware to students and teachers, the project modification will require a temporary Bring Your Own Device (BYOD) environment. Having individual work sessions will be considered a modification if teachers or students are not implementing the Blended Learning platform. The Blended Learning lessons learned will be summarized in a report format to share with other school districts.

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.

Engaging students in a cross-curricular differentiated instruction method will require focus and attention to detail. We work with teachers on the systemic implementation of learning design and authentic student engagement strategies. Differentiating instructional tasks, coupled with 21st Century learning skills, will require learners to apply high levels of rigor in a more personalized individual approach; such differentiation of instructional practice can yield high payoff results. Personalized student learning tasks will include the following: 1. Problem-solving and critical thinking 2. Collaboration across learning networks 3. Agility and adaptability 4. Initiative and motivation 5. Effective written and oral communication 6. Accessing and analyzing information 7. Inquiry and imagination as motivation for learning

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

The Digital Professional Learning Network model to be implemented with the School Improvement Framework: Our goal is to align the district and school improvement models with the State Framework for school and district improvement. We worked with schools to assure they created plans to establish benchmark goals and objectives that will: 1. Prioritizing the curriculum and standards: ? Teachers will review their academic standards/indicators and develop their common focus for each academic term ? Teachers will collaboratively articulate the student learning and assessment goals using data indicators as guide ? Teachers supporting essential learning criteria that will drive the learning and align content standards 2. Implementation of Teaching and Learning ? Consistently implement State standards and college-readiness indicators Communicate progress with students and each other ? Accountability to the implementation of learning through performance based assessments 3. Analyze and Synthesis Student Performance ? Create sample performance criteria and performance assessments ? Mastery orientation performance criteria ? Description of assessment outcomes learning expectations 4. Improve student engagement ? Develop comprehensive system for students to reflect on their achievement data ? Creating a safe and secure school readiness learning environment ? Creating positive behavior reward recognitions for students ? Engage students and parents in shared responsibility for student achievement

* Spending Reduction in the five-year fiscal forecast

Spending reductions for the consortium is \$5 million dollars over the five-year forecast

* Utilization of a greater share of resources in the classroom

Open source digital data to implement PARCC and common core instructional strategies

* Implementation of a shared services delivery model

Heightened collaboration and communication between organizations to share best practices and partner for the future purchase of resources.

* Other Anticipated Outcomes

? Useful digital learning tools for teachers. Deliver real-time information on student knowledge that teachers can use to help inform instruction. No longer will teachers, students and families be waiting for results that don't arrive until it's too late to use the information to help kids. ? More engaging for students. In the digital age, students process and relate information differently. The implementation of real-time digital tools to prepare students for jobs of the future. ? An economic opportunity. Local communities will know how their students stack up against their peers and measure students' work. This is a crucial shift that gives educators, students, and the community, better information on how to plan for and develop college and career-readiness the workforce of the future.

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**

An external evaluation of the project will be conducted and information will be provided to the Ohio Department of Education and shared with Ohio districts. Information collected can also be used in the development of published white papers describing the process and explaining the evaluation of adopting a robust Digital Professional Learning Network. These districts will have access to the same professional development modules.

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).

I Agree, Sharice L. Martin

Consortium

Renaissance Academy (011439) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tijuana	Russell	614 255-5585	trussell@2kschool.com	Millennium Community School	133561	3500 Refugee Rd, Columbus, OH, 43232-4862	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dr. Randall	Sampson	614 323-4521	randallsampson@mac.com	Liberty Leadership Development, LLC		3982 Powell Rd, Suite 156, , Powell, Ohio , 43065	
Dr. Carolyn	Rogers	803 240-7525	carolyn.amari@yahoo.com	Leadership Development		320 Sharebrook Ln, , Columbia,, South Carolina , 29212	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Sharice L.	Martin	Executive Director and School Principal	This person is responsible for the following: Submit the application and allocate funds for the purpose of the Digital Professional Learning Network for teachers Responsible for implementing the plans within the district. Responsible for maintaining Digital Professional Learning Network with teachers' in their classrooms, communicating with their stakeholders; ensuring teachers participate in professional development and allocating the resources appropriately. Procure technology devices and establish policy for dissemination, accountability, and maintenance of the devices. Seeking to establish a district-wide 1:1 implementation plan in order to support the organizational and instructional culture shifts associated with a 1:1 technology initiative. Oversee that teachers will work together in the Digital Professional Learning Network by sharing best practices and digital content developed as part of this initiative.	As a previous administrator of an innovative and quality charter school in Newark, Ohio, Par Excellence exhibited continual growth under Sharice's leadership. When the door first opened the school had 49 students by the fourth year enrollment increased to 152 students. One of Sharice's greatest professional accomplishments was her success in establishing a state of the art "Student Educational Lounge," which has received local and state recognition. In the fall of 2008 the project won "Best Innovative Practice of the year," awarded by the Ohio Alliance of Public Charter Schools. In 2006, she was selected by Harvard University's John F. Kennedy School of Government in Executive Education to participate in the program "Strategic Management for Charter School Leaders." In 2009 Sharice was appointed by the U.S. Department of Commerce National Institute of Standards and Technology to serve as an examiner for the Malcolm Baldrige National Quality Award Program one of the most prestigious awards given to an organization within in the small business, health, industry, and education sectors. Sharice became the administrator of The Renaissance Academy, A School for the Multi-Media Arts formally known as Providence Academy for Student Success in 2010. During the second year of her tenure (2011-2012) state assessment scores went up by 20%. She is also occasionally employed as an adjunct instructor for Central Ohio Technical College where she teaches various composition and communication classes. Sharice is an alumnus of the University of Phoenix where she received a Masters of Art in Organizational Management. She received a B.A in Organizational Communication from Wilberforce University. She also completed the Massachusetts Institute of Technology (MIT), Executive program. In 2013 she completed the Executive Principals Academ y	Prior experience in implementing school initiatives. Limited experience with technology initiatives.	
TTijuana	Russell	Executive Director	This person is responsible for the following: Responsible for implementing the plans within the district. Responsible for maintaining Digital Professional Learning Network with teachers' in their classrooms, communicating with their stakeholders; ensuring teachers	Russell has devoted many years to volunteering and working with various children's organizations in the Columbus Ohio area such as Club Surrender, the Africentric Personal Development Shop Inc. and the Simba Circle for at risk African American males. Russell is also proud parent of two graduates of Millennium Community School currently attending college. Russell was appointed Executive Director in 2011 designing and implementing a school improvement plan	A resident of Columbus since 1980, Tijuana Russell has 18 years of experience designing, developing and implementing methods that streamline business processes with the use of technology. His solutions have been	

			<p>participate in professional development and allocating the resources appropriately. Procure technology devices and establish policy for dissemination, accountability, and maintenance of the devices. Seeking to establish a district-wide 1:1 implementation plan in order to support the organizational and instructional culture shifts associated with a 1:1 technology initiative. Oversee that teachers will work together in the Digital Professional Learning Network by sharing best practices and digital content developed as part of this initiative.</p>	<p>which has lead Millenniums first "Effective" Rating and being recognized as a High Progress school of Honor 2011-2012. A top 10% value -added leader in state (2012). Increased enrollment to 700+ students. No-findings financial audits. AdvancED Accreditation (NCA CASI) for Quality in Education and many other successful school improvement initiatives which continue to make Millennium a beacon of light in the community. He is a dedicated to improving our future by help our children and their families succeed today.</p>	<p>implemented at Sarcom Inc, Relizon, Pathlore Software Inc., US Oncology and Millennium Community School. A former business owner of RemeSys, LLC, a small software development and technology consulting firm, Russell's leadership skills and technical knowledge have been a valuable resource for the past 13 years at Millennium Community School as a volunteer in various capacities.</p>	
Dr. Randall	Sampson	Project Manager	<p>Dr. Sampson's focus areas: 1. Closing achievement gaps through the implementation and coaching of rigorous Common Core State Standards 2. Systemically increasing college and career-readiness 3. Boosting graduation rates 4. Implementing Innovation Learning Pathways 5. Building Public-Private Partnerships through our community engagement process</p>	<p>These are skill sets Dr. Sampson honed through the Harvard University Achievement Gap Initiative and through teacher quality research with Harvard University's Dr. Ronald F. Ferguson. As a practitioner, Dr. Sampson's analysis of students' performance data provided a national value-add approach to building sustainable learning environments.</p>	<p>At Dr. Sampson's former high school Westerville North High School, such practices led him to identify gaps in student enrollment in Advance Placement (AP) courses that led the school district to create systemic corrective measures to improve student learning outcomes. As a result, the school experienced a 600% increase of African-American students enrolled in Advance Placement courses. Additionally, the school saw a 35% increase of students' AP exam scores rising from 3 to 4.</p>	