

Budget

Summit Academy Secondary - Akron (000298) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (173)

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	4,742,800.00	0.00	4,742,800.00
Support Services		0.00	0.00	97,500.00	0.00	60,000.00	0.00	157,500.00
Governance/Admin		50,000.00	12,500.00	0.00	0.00	0.00	7,200.00	69,700.00
Prof Development		135,000.00	33,750.00	989,200.00	0.00	0.00	79,200.00	1,237,150.00
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		185,000.00	46,250.00	1,086,700.00	0.00	4,802,800.00	86,400.00	6,207,150.00
Adjusted Allocation								0.00
Remaining								-6,207,150.00

Application

Summit Academy Secondary - Akron (000298) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (173)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Individualized Education Plan for All

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

Every student is unique and learns in different ways. Educational solutions that meet the needs of all students cannot continue to take a one-size fits all approach. In the typical classroom one type of instructional approach is being utilized to instruct students which is targeted to the average students in the classroom. With the diversity of learners that exist in the classroom every student needs to have their individual needs met. To accomplish this goal effectively this project will leverage the power of technology and teacher training to show teachers how to address all student needs in an individualized way. Summit Academy students consist of approximately 85% students with disabilities which mandate individualized instruction, which takes all student needs into account. This project is designed to extend individualized instruction to every student while maximizing the use of resources within the classroom.

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.

3125 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 checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Deb Skul

Organizational name of lead applicant
Summit Academy Secondary School - Akron

Address of lead applicant
2791 Mogadore Rd. Akron, OH 44312

Phone Number of lead applicant
330-670-8470

Email Address of lead applicant
debra.skul@summitacademies.org

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

Summit Academy Schools (SAS) are designed to meet the academic, social/emotional, & physical needs of students w/ ADHD, Autism Spectrum Disorders, & related disorders. Roughly 85% of SAS students are on an IEP. Our instructional model is tiered instruction, which provides grade-level, standards-based instruction to all students, as well as the intensive intervention needed to assist students whose skills are low. Our staff is well trained in meeting the social/emotional needs of our students, yet we struggle w/ finding resources to meet each student's academic needs. According to a sample of fall 2013 grade-level benchmarking scores, 49% of 4th graders were in 10th percentile or below in reading fluency & 63% of 6th graders were in the bottom percentiles in math, compared to nat'l norms. All grade-level scores were similar. Tiered instruction has proven successful in accelerating academic growth, but there are gaps in the resources available in our schools. In 2010 we purchased K-12 ELA/Math & 6-12 Science/Social Studies materials. This purchase included grade-level appropriate & intervention materials. However, w/ so many students coming to SA 2-3 years behind, even intervention materials are not low enough to meet their needs. We invested in an assessment system to identify each student's level of achievement in basic reading & math skills & progress monitor growth. This system is very helpful in providing data to drive instruction, yet due to varying levels of funding among our schools, each one uses different intervention materials. We are lacking a full range of intervention resources that can be used to meet each student's unique learning needs. W/ the current emphasis on standards-based assessment, we also recognize the need to raise the rigor of our grade-level instruction. Our teachers need PD on research-based best practices, special needs students, in order to consistently raise the level of student engagement w/ rigorous grade-level instruction.

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

Our vision is to provide each SA student with an effective individualized instruction plan at all grade-levels in all content areas. Classroom instruction will be standards-based, student-centered, engaging, rigorous, and real-world relevant. Students will engage with curriculum in a variety of formats, including hands-on activities, small group instruction, and individualized intervention. Our proposed project uses the incorporation of new tools/resources and relevant teacher PD into our existing instructional model to strengthen and expand our ability to raise student achievement. We propose the creation of an effective individualized instruction plan for every Summit Academy student. Going beyond the goals and accommodations of the student's IEP, this individualized instruction plan would allow each student to receive remedial intervention in the skills and standards in which they have deficits. Growth in basic reading/math skills and foundational content knowledge will permit students to participate more fully in grade-level, standards-based instruction. A+ software, along with necessary hardware and PD, will be purchased for all subjects, K-12. In combination with our existing assessment system, A+ will be used to assess each student's current level of skill/knowledge and create an individualized learning path for each student in each content area. The A+ software will be used to provide an additional level of intervention to help students fill knowledge gaps, increase reading fluency, strengthen math automaticity, and work on IEP goals. It can also provide enrichment activities for students who are advanced beyond basic grade-level knowledge and additional course offerings for high school students needing credit flex or credit recovery opportunities. With this tool in place, teachers can focus their planning efforts on increased rigor and higher level instruction for grade-level content. We propose to provide PD for all of our teachers on research-based best instructional practices, emphasizing strategies that encourage student engagement and building competence to think in complex ways. We expect that this PD will include both training in the basic concepts and embedded coaching to refine teachers' specific skills in implementing the training. The scope of this project, all grades K-12 and encompassing all 26 of our schools including associated children's residential centers (CRCs), illustrates our commitment to providing the best instruction possible for our special needs students. Having the same intervention tools in each of our schools allows students who move between schools, such as from an elementary to middle school or from CRCs where instruction is provided by Summit Academy Schools to a SAS building, to experience continuity of instruction without gaps. This proposal must include the necessary technology, devices, and IT support to implement the proposed changes smoothly into our classrooms. Beyond the software purchase, we will need sufficient laptops, charging stations, and server capacity. We will also need an additional temporary technician on staff to handle the initial hardware/software set up. We propose adding three technology integration coaches, one for each SA "region" in the state, to handle the initial technology and software PD and offer embedded coaching and support to teachers in the classrooms throughout the year. These will be one-year positions, as identifying and training a "lead" technology person in each building will be one of the responsibilities of the position. The trained "lead" technology person will be able to sustain PD for new teachers and support the resolution of technology issues in coming years. Travel costs between schools for these positions during the life of the grant must also be supported.

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.)

Raising student achievement is our most basic goal. The efficiency of combining our current assessment of basic skills with the added assessment that analyzes student performance on content standards will allow us to more closely focus remediation to individual student needs. Focusing intervention in this manner will support more rapid achievement gains because children will receive the exact instruction that they need and they won't be spending intervention time receiving instruction in skills and content that they have already mastered. Over time we expect even greater gains for students who have been with Summit Academy from the beginning of their schooling. Even our youngest students often begin school with deficits due to their disabilities. Having multiple tools to provide data to be able to accurately diagnose those gaps in skill and content as early as possible will allow intervention to begin immediately, accelerating student growth and improving their ability to access grade-level instruction more quickly. We expect this to have a "domino effect" as these students will need less intervention in the higher grades, thus permitting more time in grade-level instruction. Properly focused intervention will fill in student knowledge gaps, increasing their ability to engage with curriculum materials on a higher level. More time spent engaged in rigorous grade-level instruction will improve students' capacity for complex thinking and thus improve student achievement. An increased emphasis in every one of our classrooms on providing engaging, student-centered, rigorous and relevant grade-level content instruction will also result in gains in student achievement. Ohio's New Learning Standards emphasize deeper learning with critical thinking, problem-solving, and analytical skills. It is our goal to provide instruction in a manner that will increase the success of our special needs students in mastering these standards.

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.)

We will reduce spending in the following categories: Curriculum software-we will purchase the software with grant funding. Since we will then own the software we will only have to purchase updates instead of annual licenses. Owning the software and hosting it on our own servers will also allow us to expand usage without additional cost as our student population grows. Once we have purchased and own the software there is a small maintenance and update fee of \$35,000.00 per year that will be shared across the 26 schools. This cost is offset by the spending reductions that will be experienced as we eliminate other curricular resources and subscriptions across the academies. Currently we will be able to eliminate \$5,000.00 per school on an annual basis for a total savings of \$130,000.00. PD-we will purchase software implementation training and best instructional practices PD with grant funding. All instructional staff will participate in this initial training. This will also be "train the trainer" PD as we will identify staff members to become "experts" on the PD topics to be able to offer the trainings in-house in following years. Technology- Currently the member schools have budgeted \$15,000.00 each year to purchase new technology resources to try to get to a place where all students have access to the necessary tools to expand the education. As a result of the grant project this general fund technology refresh savings would be allocated to another area. In total the consortium would retain \$520,000.00 annually that could be allocated to other financial needs in subsequent years following the grant receipt.

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.)

The use of A+ software will allow for more time for focused interaction between teacher and student. Our tiered instructional model uses assessment results to define student groupings: tier 1 students work well on grade-level; tier 2 students need accommodations to access grade-level materials; and our significantly below grade-level tier 3 students need intensive intervention. In order to provide needed academic and social/emotional support, the SA model provides two teachers in each classroom. Currently they work with students in small groups, often providing both initial instruction and intervention in this format. With students engaged in individual assignments in A+, teachers are able to work with smaller groups and devote more time and attention to each student's needs, thus accelerating student growth. The ability of A+ software to analyze each student's performance on content standards at the strand level, and to then assign appropriate content to match student needs, will free up teacher planning and data analysis time. Time formerly spent doing item analysis of student test results and then finding appropriate intervention materials to match individual student's needs can now be spent planning engaging, student-centered, grade-level instruction. At the high school level, A+ will allow us to expand our course offerings. Our high schools are small, often having one co-teaching team per subject area, thus limiting the number of subjects or content sections that can be taught per day. Using A+ in a lab setting allows supervised independent study in any high school subject for students who need credit recovery or who desire credit flexibility options. This grant will provide the funds to purchase the software, necessary technology hardware, and initial PD needed to get the program up and running. Since we will own this comprehensive software for use in all of our schools, other similar software products that some of our schools currently use will no longer be needed. It will also reduce the range of PD that is currently needed to support the variety of programs used. Needed resources will be reduced by the purchase of this software in the area of IT support too. Currently our IT staff need to learn and support several programs since different schools use different software. Use of A+ in all of our schools will be much more efficient for our IT staff. Not having to purchase annual software licenses, being able to train internally, and freeing up time for our IT staff all provide monetary savings that can be redirected to classroom use.

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.)

With all 26 SA schools working together under the direction of Summit Academy Management, we can leverage funding to purchase more for less than if each school purchased separately. Due to the size of our consortium, we will receive a discount on both the initial purchase of the A+ software and the cost of future updates. Working together to purchase professional development services increases efficiency and reduces cost in service delivery. The Summit Academy Management curriculum team will provide leadership and assistance in coordinating professional development events. Gathering teachers together by city or region for PD events allows us to fund less such events overall while still getting all of our staff initially trained by experts. Once we provide the initial training to all teachers, whether it be software implementation or best instructional practices, we will identify those who are especially skilled to be our internal trainers for new teachers in coming years. Summit Academy Management will coordinate the sharing of these trainers between our schools as needed. With this sort of consistent training SA-wide, we will have long-term sustainability of the skills and content learned during the initial PD. As Summit Academy grows and new staff members are brought in, veteran staff can train and mentor them on the components of our instructional model.

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.

6,207,150.30 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the project is \$6,207,150.30. This is the total amount of funds being requested through the Straight A Grant Fund. Salaries and benefits for three (3) Integration Specialist @ \$45,000.00 and \$11,250.00 for benefits totaling \$168,750.00 Salary and benefits for one (1) Curriculum Administrator @ \$50,000.00 and \$12,500.00 for benefits totaling \$62,500.00. Contracted 1099 Computer Technicians for 1500 Hours @ \$65/hr. = \$97,500 Travel Expenses - Four (4) fuel stipends for employees @ \$600 per month totaling \$2,400 per month Professional Development travel and Food Cost totaling \$4,800 per month Total = \$7,200 per month for twelve (12) months = \$86,400 Server Purchase @ \$60,000 Laptops @ \$340.00 each - 100 per site = \$34,000 x 26 sites = \$884,000 Laptop carts @ \$3,000 each - 3 per site = \$9,000 x 26 sites = \$234,000 Samsung Galaxy Tab @ \$590 - 20 per site = \$11,800 x 26 sites = \$306,800 Tablet Cart @ 3,000 - 1 per site = \$3,000 x 26 sites = \$78,000 A+ Software for 26 sites = \$3,240,000 A+ Software Training- Train the Trainer = 5 days of training per site =130 days of onsite training at \$1,500.00 per day = \$195,000.00 International Center for Leadership in Education Training on Quad D and the Rigor Relevance Framework: Leadership Institute- Train the Trainer 3 day workshop for up to 150 staff members consisting of a 5 person leadership group from each site and additional staff from the management group at a total cost = \$26,500.00 Regional Academy For Teachers- 6 regional 2 Day Workshops for all Summit Academy staff members for a total cost = \$60,500.00 Job Embedded Leadership Coaching- Site based training for building leaders- Continuation of Train the Trainer - Consisting of 6 site visits for all 26 sites at \$27,200.00 per site = \$707,200.00 Training Total= \$794,200.00 Grand total= \$6,207,150.30

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.

In this project model there are limited recurring cost. Ongoing expenses will be incurred for maintaining and upgrading technology as well as a yearly update and service pack for the A+nywhere learning system (A+LS). The update cost and service pack for the A+LS would be \$35,000.00 per year for the entire Summit Academy Consortium. This would include any content and feature updates made to the program on an annual basis. Technology upgrades will be made beginning in year 3 of the grant period where 25% of all technology will be upgraded to replace any outdated or malfunctioning equipment. \$11,653 per site will be needed beginning in year three (3) to replace 25% of the technology at each school for a total of \$302,978.

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.

650,000.00 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

Through the implementation of the project the school will experience several savings over the course of the next five years and beyond. Initial savings will be experienced as early as year two of the program as the selected software product is a one-time cost. In years past purchases of a few different software resources have been made to help supplement the students education. With the Purchase of the A+LS program the need to purchase those other items is now removed resulting in a yearly savings of \$5,000.00 per participating consortium member. Each consortium member will also see yearly savings in the reduced need to update and replace outdated technology equipment. Currently the member schools have budgeted \$15,000.00 each year to purchase new technology resources to try to get to a place where all students have access to the necessary tools to expand the education. As a result of the grant project this general fund technology refresh savings would be allocated to another area. In total the consortium would retain \$520,000.00 annually that could be allocated to other financial needs in subsequent years following the grant receipt.

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.

With negligible cost associated with updating and sustaining this project the cost reductions of \$520,000.00 annually far exceed the minimal \$35,000.00 annual cost. With purchasing a long term updatable electronic resource the ongoing need to purchase similar materials is virtually eliminated. The revenue that is normally utilized to purchase these other materials can now be utilized to support the schools overall operating budget. When implementing any project of this nature there is always a need to ensure that all staff members are well trained and up to speed on the utilization of any new resources added to the classroom. This single factor can truly be the difference between success and failure of any program. With this in mind to help with the longevity of this project we have incorporated a professional development package that includes training that will take place over the course of the first three years of the implementation. The training will be a Train the Trainer model that allows teachers to later help and assist with on boarding new staff members. If all staff members are trained to have the capability to train others the staff become the true factor that make this project sustainable well beyond the lifetime of the grant funds. The staffing that was added in the grant year would not need to be sustained, their purpose and functionality is based only on getting the initiative started. These individuals are only intended to assist with the initial start up, staff development and on boarding process. Once the program is up and running the regular building staff members will be equipped with the skills and program knowledge to maintain its effectiveness.

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 May 2014 - July 2014

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

During the planning process of the Straight A grant, the team will complete the following: Create a timeline of projects and their completion dates Create a tentative professional development calendar Work with vendors on implementation plan Schedule meetings with all departments to ensure congruency of implementation across the project Departments create standard operating procedures Create rubric for program evaluation

* Anticipated barriers to successful completion of the planning phase

Currently, we do not anticipate any barriers to successful completion of the planning phase. This proposal has been given top priority because we believe this approach would have a positive impact on student achievement.

18. Implementation - Process to achieve project goals

* Date Range July 2014 - June 2015

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

Implementation of the project will begin immediately upon the receipt of the award letter with the following: Proposals and quotes for all products will be approved Initial leadership training - Train the Trainer Initial staff training September 2014- Programs utilized within the buildings Initial assessments given in A+ to collect baseline data Students prescriptive work begins Individualized lessons are created for each student based on test data Formative assessments administered throughout the instructional process September 2014- June 2015 - Continual site based training/coaching BLT and TBT meetings Progress monitoring Collaboration amongst sites during monthly leadership meetings April 2015 - Post assessments given - Comparative analysis completed July 2015- Data Analysis compiled and evaluated Summative evaluation - Program evaluation will be conducted utilizing pre and post assessment data Completion of the evaluation rubric

* Anticipated barriers to successful completion of the implementation phase.

The major potential barrier to this project is time. With the grant decision coming in Late July we have a very small window to schedule training and order and set up new technology and equipment.

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

* Date Range June 2015 - July 2015

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

July 2015- Data Analysis compiled and evaluated Summative evaluation - Program evaluation will be conducted utilizing pre and post assessment data Completion of the evaluation rubric Measurement of all Curricular and Financial goals will be analyzed Curriculum goals: Yearly Goals -A yearly decrease of \$130,000.00 in expenditures across the 26 schools in the 5 year forecast following the grant year. 5 Year Goals -a total decrease in spending of \$650,000.00 in curriculum purchases. Technology goals: Yearly Goals -A yearly decrease of \$520,000.00 in expenditures across the 26 schools in the 5 year forecast following the grant year. 5 Year Goals -a total decrease in spending of \$2,600,000.00 in technology purchases.

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

Currently, we do not anticipate any barriers to successful completion of the evaluation phase.

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:

The biggest expected change will be seen in classroom instructional practice. We will keep our instructional model of tiered instruction, adding components to strengthen instruction and student growth at each level. In combination with our current curriculum materials and

assessment system, the addition of A+ software will ensure that the content of intervention is targeted to individual student needs. Intervention time in small group can then be driven by assessment data documenting common needs among students. This will help to fill student knowledge gaps more completely than our current tools allow. It also provides additional data for our TBTs to use as they collaborate and use this data to drive instructional practices. We also expect to see grade-level content instruction taking place at a much higher level in our classrooms, whether defined by Bloom's taxonomy, Webb's Depth-of-Knowledge schema, or ICLE's Rigor/Relevance framework. In combination with teacher-led instruction, the software can be a tool to ensure that students can recall and reproduce the needed content information. More class time will be spent deepening students' understanding of that content information with higher level questioning strategies, expanded critical thinking strategies, and learning to generalize from curricular specifics to relevant real-world applications. We expect to see an expansion of student-centered learning in our classrooms, with "hands-on" strategies and student projects frequently employed in all subject areas. Simply put, we expect our students to gain the competence to think in more complex ways. All schools partnering together to implement specific tools and PD eliminates the duplication of each school needing to research and choose their own curriculum materials and related PD. Given that teachers will receive initial PD together and use common tools, we expect collaboration between instructional staff in different SA buildings to increase.

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.

Our proposal to create district-wide consistency of instructional model, curriculum resources, and best instructional practices (through common PD) is supported by researchers from The International Center for Leadership in Education. In its white paper *The Daggett System for Effective Instruction: Where Research and Best Practices Meet*, researchers conclude that "all teaching is more effective when effectively supported. Achieving the goal of improving instruction requires a supportive and aligned system. Stated another way, although effective teaching is essential, it is not sufficient to maximize achievement for all students." (p. 4) Our project creates this supportive, aligned system within which professional learning, collaboration, and a culture of high academic expectations can thrive. Respected research has a common theme-effective instruction really matters. What teachers do in the classroom impacts student achievement. Therefore we propose ongoing PD and mentoring in research-based best instructional practices for all of our teachers. Response to Intervention research supports the fact that data-driven, targeted intervention works to raise student achievement. Our proposal includes the analysis of data from multiple sources to drive student instruction. The student achievement data from Summit Academy Schools over the past decade shows a slow but steady growth in our Performance Index scores, from a mean of 51.3 in SY2004 to 70.1 in SY2013. Our use of tiered instruction has resulted in gains, but our long-term goal is a PI of 85. Our proposal that a more complete set of intervention resources and increased use of best instructional practices in the classroom will lead to gains is supported by data from the seven SA schools that received SIG funds in SY12. Those schools that received increased teacher PD and additional intervention materials raised their PI in the first two years of the grant by a mean of 5.84 points while our non-SIG schools only increased by 1.83 points. Throughout this process we will train high performing teachers as coaches which will significantly deepen our capacity to provide on-site PD and coaching to strengthen teaching and raise student achievement. Our coaches become skilled leaders who mentor and coach individual teachers. Once trained, we will have the ability to continue to support and coach teachers over time as well as introduce this framework to new teachers joining our staff in the future. This will ensure our capacity to scale up and strengthen our implementation.

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.

We propose an internal evaluation divided into two main components-programmatic and fiscal. Debra Skul, Chief Academic Officer for Summit Academy Management will be responsible for conducting the programmatic evaluation. Stephanie Ataya, Chief Financial Officer/Treasurer for Summit Academy Management will be responsible for conducting the fiscal evaluation. Both can be contacted at Summit Academy Management, 2791 Mogadore Rd., Akron, OH 44312, 330-670-8470. The completion of initial planning and implementation activities of the project will be monitored monthly by the DLT using a checklist defined by the project timelines. This checklist will ensure that all planning activities, purchases, technology installations, hiring, and initial PD events are completed in a timely manner.

* 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).

Growth in student achievement will be measured with multiple assessment data. Benchmarking data is collected three times each year, showing student achievement compared to grade-level norms in reading & math skills. Progress monitoring data & A+ data will show individual student growth in their areas of needed intervention in all subject areas. Common quarterly assessments in reading & math will be used district wide to assess student achievement & growth on standards-based, grade-level content. Local school report card data will be

analyzed to evaluate the impact of this project. Analysis of all of this data will take place by the Chief Academic Officer in collaboration with the DLT & BLTs. Spending reductions will be evaluated with an annual review of each consortium member's budget & financial records. We will examine the funds spent each year in the categories of curriculum software, PD costs, and curricular resources, comparing them to FY2014. The utilization of a greater share of resources in the classroom will be evaluated using the following means: The advantage of teachers being able to re-prioritize their time to better focus intervention & spend planning time preparing higher level content instruction will be documented with lesson plans & TBT/BLT meeting minutes. The effects of increased time in these areas will be evident in our student achievement scores. We will track the expansion of high school course offerings through EMIS documentation of teacher schedules & students earning credit through credit flex or credit recovery options. Time savings for our IT department can be monitored through the ticketing system documentation. The effectiveness of shared PD services will be evaluated with an annual teacher PD needs survey & feedback following each PD event. Implementation in the classroom will be evaluated by observation. Sustainability/efficiency can be measured by annual analysis of funds spent on PD, compared to previous years.

* 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.

Student achievement data on quarterly assessments, benchmarking, and progress monitoring will be used at weekly TBT meetings to analyze student growth. Instructional decisions will be based upon this data, modifying individual instruction plans and content instruction as the data indicates is needed. BLTs and the DLT will monitor these numbers to track our progress toward academic achievement goals as a district and as individual buildings. Frequent classroom walkthroughs and documentation in lesson plans will indicate the level of implementation of intervention resources and best instructional practices in each classroom. Teachers who show below average implementation will receive additional embedded PD and mentoring to increase their understanding of and compliance with expectations. The DLT will review school local report cards, district-wide trend data, and teacher evaluation results at the end of each school year to determine if any gaps exist and if additional PD is needed.

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.

The major lasting impact of this project will be increased student achievement for our special needs population. Our long-term goal for raising student achievement is a PI of at least 85 in each of our buildings. In more general terms, the value and lasting impact of this project will be seen in the lives of our students. With gap-free intervention resources in all content areas and teachers trained in rigorous and relevant standards-based instruction, it is our goal that our students will graduate from Summit Academy Schools college and career ready. Another lasting value will be the strengthening of our teachers' instructional practices. With ongoing PD in engaging instructional practices that best facilitate student-centered learning, our teachers will instruct in a manner that prepares our students to approach real-world problems with complex thinking skills. This program will continue long after the grant period is over. The purchase of A+ software allows us to continue its use in years to come with as many schools/students as Summit Academy Schools might grow to include. With careful stewardship, the purchased technology can also be expected to be useful for many years. Our plan to provide expert training to specific members of our staff during the grant period will ensure that we can continue to offer PD in software implementation and student-centered best instructional practices without outside costs in coming years. Continuing annual evaluation of all program components will ensure that the project continues to be implemented with fidelity in all of our member schools.

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

Our long-term goal for raising student achievement is a PI of 85 in each of our buildings. We expect to reach this in incremental amounts over the coming years. Based on our mean PI data, we expect a mean growth of 3 PI points each year. This is based on the expectation that, with this project's implementation, all schools would be able to grow at least at the rate of our SIG schools in the past three years. Compared to our non-SIG schools' average PI growth of .92 points per year, SIG schools showed an average growth of 2.92 PI points per year. With the current base of a mean 70.1 PI for all SA schools combined, we would reach this goal in 5 years. The annual benchmark goals for mean PI score for all SA schools combined are as follows: FY2015 mean PI of 73; FY2016 mean PI of 76; FY2017 mean PI of 79; FY2018 mean PI of 82; and FY2019 mean PI of 85. Depending on their starting SY13 PI scores, some individual schools will take longer than others to reach this goal.

* Spending Reduction in the five-year fiscal forecast

Our Long term goals for spending reductions are to see a minimum reduction in two main areas including curriculum and technology. We also anticipate seeing a decrease in cost related to professional development with the implementation of the train the trainer model. Curriculum goals: Yearly Goals -A yearly decrease of \$130,000.00 in expenditures across the 26 schools in the 5 year forecast following the grant year. 5 Year Goals -a total decrease in spending of \$650,000.00 in curriculum purchases. Technology goals: Yearly Goals -A yearly decrease of \$520,000.00 in expenditures across the 26 schools in the 5 year forecast following the grant year. 5 Year Goals -a total decrease in spending of \$2,600,000.00 in technology purchases.

* Utilization of a greater share of resources in the classroom

The use of A+ software to expand our course offerings will impact our graduation rates. Many of our grade 9-12 students come to a Summit Academy high school from other high schools with very few credits, given the years that they have already attended high school. Anytime access to the software will allow these students to recover credits more quickly than if they had to wait for a section of the needed courses to be offered. Of the 11 Summit Academy schools that include grades 9-12, 7 had enough students to receive a graduation rating on the 2013

local report cards. Of those 7, 4 received an F, 1 received a D, and 2 received Cs on the 5-year graduation rate. Our five-year goal would be for each of these schools to receive at least a C on the 5-year graduation rate. The increase in time that teachers will have to spend planning for and teaching rigorous, standards based, grade-level content will impact the percentage of student-centered vs. teacher-led activities in our classrooms. Our goal is to have classrooms in which an increased percentage of high level questioning and activities that demand students to be engaged in high level thinking are the norm. As documented by frequent classroom observation and lesson plan review, our five-year goal is that more than 50% of grade-level content instruction will be student centered activity.

*** Implementation of a shared services delivery model**

The benchmark goal for shared delivery of PD is simply to have the initial software and student-centered best instructional practices PD delivered at city/regional events prior to students beginning the 2015 school year. PD follow-up and embedded classroom coaching will take place on a monthly basis during the grant period and as needed after the grant period ends. We expect 100% instructional staff participation in initial PD and in embedded classroom coaching during the grant period. Our internal "expert" trainers will be trained and ready to conduct PD by the end of the grant period.

*** Other Anticipated Outcomes**

PD Goals: Due to the Train the Trainer Model we will expect to see cost reductions in PD over the course of the 5 year forecast. Establishing and training an internal network of professional development providers will allow the Summit Academies to role out training and onboard new staff members without the traditionally associated cost. This measure will be tracked Semi-annually to establish and added value this project presents. With the major focus on Individualized instruction that allows students to focus on their individual needs we believe we will see students reach high levels of academic performance as well as creativity.

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**

This concept can be replicated in other districts and/or community schools. Besides the initial cost of the program, this program is a self sustaining in project. The other factor that makes this project easily replicated is that it is not unique to a particular demographic or school population. However; districts first must build trust among stakeholders due to the fact implementation will require time, teamwork and collaboration. An investment must also be made on behalf of the district to educate administrators, teachers and families on this non-traditional teaching methodology. Districts must also allow for extended time for teachers' to plan, collaborate, create individualized learning plans and implement technology. Piloting this concept with a small group of eager teachers that can demonstrate the benefits of our proposal would be valuable. Districts should plan and budget for extensive professional development. Professional development will be extensive, ongoing, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful with our target population. Teachers will need time to work together in Professional Learning Communities (PLCs) to develop modules and activities focused on the use of hands-on learning, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching, and development and use of assessments to establish uniform coverage and external evaluations. Outside of the initial cost for the programs it is a self-sustaining project as there are no mandatory yearly or ongoing costs. The cost of the project is based off site licenses for the software so the number of students at a school does not make the program any more expensive then what is presented in this proposal. So actually larger schools will see a greater financial impact if this project is duplicated across the state.

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

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

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Consortium

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Consortium Contacts

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Mark	Sebastian	937-372-5210	mark.sebastian@summitacademies.org	Summit Academy Community School Alternative Learners -Xenia	132761	1694 Pawnee Dr, Xenia, OH, 45385-4126	
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Partnerships

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First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Implementation Team

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
John	Guyer	Director of IT	John Guyer came to Summit Academy in 2005 to build the Summit data center and has been responsible for the network and data center since that time. In 2010, Mr. Guyer moved the data center to its current location and has been the Technology Director for the past three years. He has been responsible for many technology and building projects and oversees Summit Academy's EMIS Department.	Mr. Guyer holds several technology certifications including Cisco, Microsoft, and Novell. He holds numerous corporate awards and a US Patent in Polymer Science. John completed his associates in Computer Technology at NIT in 1989 and has attended college at Silver Lake College and University of Phoenix.	Mr. Guyer has a 22-year IT background in manufacturing and education fields.	
Debra	Skul	Chief Academic Officer	Debra Skul is Chief Academic Officer for the Summit Academy schools. These schools are public, community schools designed specifically for children and adolescents with ADHD, Autistic Spectrum Disorders and other related conditions. Ms. Skul is responsible for choosing and developing curriculum materials and instructional methods that take into account the unique learning styles found in of these students who have Asperger's Disorder or ADHD.	Ms. Skul holds a Bachelor's Degree in Elementary Education from Baldwin-Wallace College and a Master of Science in Education from Lake Erie College.	Ms. Skul has served in a wide variety of roles from Teacher to her current position as Chief Academic Officer. In these roles she has work with a wide range of students primarily work with a high population of students with disabilities. The experience she has gained over the years will be invaluable as we attempt to extend the successful strategies that we have implemented with special needs students to all students.	
Shelly	Curcic	Director	Shelly is currently the principal at Summit Academy Akron Secondary School with students in grades 9 through 12. She is responsible for managing the day-to-day operations of the school and ensuring that all students are provided a quality education.	Shelly is a graduate of The University of Akron with a Master's Degree in Curriculum and Instruction and principal's licensure through Ashland University.	Shelly has 16 years' experience in the field of education as a teacher and administrator. For the past 15 years, Shelly has worked with special needs students at Summit Academy Schools in the Akron and Canton area.	