

Budget

Winterfield Venture Academy (000546) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (185)

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	2,625,352.04	0.00	0.00	0.00	2,625,352.04
Support Services		0.00	0.00	4,517,399.84	0.00	0.00	0.00	4,517,399.84
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	109,585.00	0.00	0.00	0.00	109,585.00
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	7,252,336.88	0.00	0.00	0.00	7,252,336.88
Adjusted Allocation								0.00
Remaining								-7,252,336.88

Application

Winterfield Venture Academy (000546) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (185)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
College Readiness for All (CRA)

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

By June 30, 2020, a consortium of schools including: Winterfield Venture Academy, Bennett Venture Academy, North Dayton School of Discovery, Emerson Academy of Dayton, and Pathway School of Discovery, will have 90% of their students who have attended for three or more years on a college readiness path. This goal will be accomplished by addressing Dr. Richard DuFour's essential questions for school improvement (2007). Specifically, College Readiness for All (CRA), will: 1) advance a web-based application, 2) provide customized instruction and 3) build systematic intervention services through the use of Professional Learning Communities (PLCs).

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.

3476 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 type="checkbox"/> 7 | <input 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
Nathan Preston

Organizational name of lead applicant
Winterfield Venture Academy

Address of lead applicant
305 Wenz Rd, Toledo, Ohio 43615

Phone Number of lead applicant
(419) 531- 3285

Email Address of lead applicant
58.npreston@nhaschools.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

While all consortium schools met expected growth in 2011-12 using Ohio's value-added measure, three critical factors demonstrate the problems to be solved through the College Readiness for All (CRA) project. The problem the consortium is facing is that students at the schools are not on track for college readiness. Only 27% of students in reading and 53% in math are currently on a college readiness path as measured by the spring 2013 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), a nationally norm-referenced test. Additionally, on average, 51% of students who began the year in the bottom quartile stayed in the bottom quartile in reading and 48% in math. This means the students most at-risk of academic failure are not learning at fast enough rates to eliminate achievement gaps. Finally, we believe a lack of intervention training contributes to this problem, which is exacerbated by high intervention staff turnover. In 2012-2013, 23% of the intervention staff at the consortium turned over and this has been extremely costly to schools within this consortium. Note: College readiness will be measured through percentile rankings that have been established for both reading and math using the NWEA MAP test. The percentile rankings represent where a child must score in order to be more likely than not to meet ACT Readiness Benchmarks in high school. The college readiness path percentile rankings in grades 2-7 were established using spring NWEA MAP percentile rankings. These rankings provide the percentiles from which average growth is needed to place the students at or above the college readiness threshold in grade 8.

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

CRA is designed to answer Dr. DuFour's essential questions and put 90% of students that have been with us for three or more years on the college readiness path by 2020. CRA will address DuFour's essential questions: a) what do we expect children to learn, b) how do we know if they have learned it, c) how will we respond when they have not learned it, and d) how will we respond if they already know it. 1) DuFour's questions will be answered by enhancing the consortium's web-based application. The consortium uses a web-based Instructional Improvement System. The system's current functionalities include: next steps for teachers; formative assessment questions; real time access to student data; and dashboards to inform instruction. However, after evaluating the tool, the system should be enhanced to provide a more comprehensive analysis and resources. CRA will advance the system to thoroughly answer DuFour's first two questions by providing summary data to teachers about student performance and related curricular resources in the scope and sequence so they can easily make instructional decisions. The system will also be advanced to a) provide students with direct access to customized instruction specific to their learning needs, alongside the ability to set their own learning goals and track their own progress against those goals through the Student Launchpad; b) providing a student grouping tool so teachers can assign students into different workshop groups based on assessment results; c) providing additional resources to re-teach each standard; and d) add an intervention module to improve the systematic identification, progress monitoring, and scheduling of students in need of academic intervention services outside of the classroom. 2) CRA will answer DuFour's second two questions by providing customized, computer-based learning. One-on-one tutoring provides the best academic outcomes for students. Bloom refers to this as the "two sigma problem." The tutoring process demonstrates most students do have the potential to reach a high level of learning, but accomplishing this under practical conditions other than one-to-one tutoring is challenging because it is too costly (1984). Currently, only 20% of teachers' time is available for individualized instruction (Christensen, 2011). Providing one-to-one computing technology and instruction organized through a Student Launchpad is one way to accomplish the "two sigma" outcome of tutoring in a more cost effective way. Christensen's (2011) work supports this, stating customized instruction can be more frequent with the use of technology. By using technology to deliver instruction in the classroom, students will have access to online instruction to meet their needs. 3) CRA will strengthen the consortium's intervention system in order to improve how we respond when a child does not learn what we expect them to after individualized instruction by coordinating a multi-district PLC and creating eLearning modules for intervention staff. The PLC, with support and training from Solution Tree, will assess, implement, study, and improve all of the components of effective interventions including identification, scheduling, intervention tools, progress monitoring tools, and professional development for interventionists. Best practices and outcomes of the program will then be used to develop eLearning modules for future intervention staff. The PLC will use the data acquired from technology use in the classroom and the web-based application to identify all students who need help. After students are identified, PLCs will determine the right intervention to meet each child's learning needs, and then monitor each student's progress to know if the intervention is working and will revise the student's support by providing targeted assistance (Buffam et al, 2012). This level of implementation will ensure every student receives the support she or he needs to be on the path to college readiness

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.)

We expect 90% of students who have been with the consortium for three or more years to be on the college readiness path in both reading and math by 2020. CRA will play a significant role in accomplishing this goal by providing new tools and resources that clarify what we expect

children to learn, how we will know if they have learned it, how will we respond when they haven't learned it, and how will we respond if they already know it. Using the web-based application, teachers will review data frequently to understand what specific standards each individual student has not yet mastered. For example, if Ms. Smith's students completed an assessment on two standards, she can see most of her students correctly answered the questions about the first standard and that the particular standard will be taught four more times throughout the school year. She can also see that many of her students did not correctly answer the questions about the second standard, and it is only scheduled to be taught one more time this year. With this information, she can immediately respond to the students who did not learn the standard. She can use related distractor analysis to understand the misconceptions each student has and find resources to help her re-teach the concept to each student based on their misunderstanding. Ms. Smith can also use assessment evidence to create groups to help her provide instruction based on specific student needs. Through the use of one-on-one computing technology, computerized instruction can be assigned for each student to help them learn and practice standards or challenge them with new ones. Each student in Ms. Smith's class will be able to use computers to login to their specific account to see how they performed on the last assessment and understand the standards they still need to master. Students can chart their own progress and complete the individualized practice Ms. Smith assigned. Ms. Brown, an interventionist at that school, can use the web-based application to further respond to students who have not learned what is expected in the classroom setting. She can see how the students on her caseload performed on each assessed standard and trend lines from their past progress monitoring assessments to ensure her intervention instruction is aligned with the classroom teacher. Regular consortium PLC meetings will require all schools involved to work together on a frequent and ongoing basis. During PLC meetings, principals and deans will come together in partnership with Solution Tree once a month to discuss the components of systematic intervention services. A critical component to connecting all aspects of the program is regular PLC meetings which will require all schools be involved in examining identification procedures, progress monitoring data, intervention tools, schedules, and various other resources to identify and share best practices. Principals and deans will also work with the Basis Policy Research to determine the effectiveness of technology being integrated into each classroom. The team will also make intervention decisions based on the data acquired through the web-based application. Lastly, to ensure effective practices and implementation of CRA program components, eLearning modules will be created to train intervention staff in effective intervention strategies and classroom teachers in integrating one-on-one technology in the classroom. The eLearning modules are a cost-effective way to provide professional development on an ongoing basis.

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

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

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

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

New - never before implemented

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

Mixed Concept: Incorporates new and existing elements

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

N/A - each school has an ODE Report Card for 2012-2013.

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.

7,252,337.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing CRA is \$7,252,337. The first component, advancing a web-based application, will cost \$3,157,400. This includes the development of the application, its deployment, and training costs. The web-based application will help teachers understand what students are expected to learn, if they have learned it, and how to respond if they have not. The cost associated with the web-based application will enhance the tool to be able to give teachers the comprehensive data they need in order to deliver more customized teaching. The creation of this application was developed in accordance with research that demonstrates the problems teachers and schools face when using fragmented data systems (Ash, 2013). The second component, providing customized instruction through one-on-one computing will cost \$3,192,637. This includes the purchasing of one computing device for each student (Chromebooks or iPads), one laptop for each teacher, computerized instruction subscriptions for five years such as iReady, which offers an adaptive diagnostic and both teacher-led and student online instruction for blended learning, and eLearning modules for teacher trainings. The items associated with customized instruction were selected based on methodical review of research demonstrating the power of one-on-one tutoring (Bloom, 1984) as well as the lack of student intrinsic motivation due to standardized learning methods (Christensen, 2011). The third component, establishing PLCs and interventionist eLearning modules, will cost \$449,200. The development of the PLCs was in response to the non-systematic intervention services to respond when students do not learn what is expected in the classroom setting. This includes the contract with Solution Tree, purchase of intervention materials, and eLearning modules for interventionists. The development of the PLC was in response to the work Solution Tree conducted in 2012. Last, the evaluators for all five years of the program will cost \$453,100. The evaluation is necessary for the consortium to learn from both our successes and failures and to be able to make adjustments to the program along the way. In order to gain insight into the costs associated with the startup of the program, the CRA team has also researched similar programs throughout the United States, attended all webinars held by the Ohio Department of Education, and conducted multiple meetings with principals, deans, vendors, and program evaluators.

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

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

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

The costs that will be incurred as a result of maintaining and sustaining the program total \$1,755,581 over the next five years and will be offset by cost savings in other areas and later fiscal years. There are no costs associated with sustaining the first component of the program, including the web-based application, as it will not create any additional costs after its initial development. Any ongoing maintenance will be absorbed into the school's current technology maintenance budget or provided by NHA's Information Technology Department. The items that will require sustainability costs are associated with the second component of the program, customized instruction. Each year after the grant, paper will be purchased for the printing that is associated with the iReady intervention program. In year one and two, only paper will need to be purchased (totaling \$935). At the end of year three, Chromebooks and iPads will need to be updated and paper will need to be purchased (totaling \$1,617,641). In year four, teacher laptops will need to be updated, as well as the purchase of paper (totaling \$136,070). In year five, paper will be purchased (totaling \$935). After the grant period, technology identified for this program will be replaced using the schools' budgets as part of their annual protocol for refreshing and replacing technology. The funding to refresh technology is a reoccurring line item in each of the schools' previous, current, and future budgets, with or without the support of the Straight A funding. Additionally, because Chromebooks are less expensive than laptops, we can refresh more computers for the same cost to remain budget neutral. The subscriptions being purchased through the second program component will be paid for in full for the first five years of the program. After the grant period, future subscriptions will be purchased using the schools' Title I, Part A funding. Lastly, the sustainability of the PLC meetings, associated with component three, will be accomplished by using free communication tools such as Schoology and any travel costs associated with in-person meetings will be covered by NHA after the grant period. There will be no sustainability costs for the eLearning modules except for on-going maintenance costs which will be covered by NHA's Information Technology budget. All remaining purchases associated with the program, including evaluation, will be one-time costs.

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.

1,781,070.00 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

The expected cost savings for the consortium is \$1,781,070. First, in the process of increasing the internet bandwidth, to account for the increased number of student devices in the school, the consortium will save \$156,325. Through CRA, the consortium will move their internet services from what could be referred to as brand name internet service provider to a more generic or local internet provider. Essentially the consortium will get more, but pay less. Second, the consortium is changing the client and server imaging solution from Altiris to Microsoft System Center, which will result in a cost savings of \$18,925. A server imaging solution is necessary for technology purposes to protect the consortium's system from hackers, computer viruses, and power failures. The consortium currently has a contract with Altiris and Microsoft System Center, but by moving the services Altiris provides to the Microsoft System Center's contract additional dollars can be saved. Third, switching to online intervention subscriptions is less expensive than using the current intervention tools. Consortium vendors will allow the schools to purchase intervention materials for the next five years at a significantly discounted price due to purchasing items in advance saving the consortium \$256,600. Fourth, \$1,247,220 of savings will be created in fiscal years 2015, 2016, 2017, 2019, and 2020 because the school will not have to incur costs to refresh computers. The CRA program will use a Chromebook model in most classrooms, which will decrease refresh costs by half because they are half as expensive as desktop and laptop computers. Last, training intervention staff would cost the consortium approximately \$102,000 each year with 23% of the intervention staff turning over (2011-12). Through CRA, creating quality eLearning modules will be a one-time cost to train current and future intervention staff resulting in a costs savings.

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.

Each of the three components of CRA is sustainable through and even beyond 2020. Straight A funds offer an opportunity to invest heavily in the CRA program which will allow ongoing costs for the schools to be reduced over time. Anticipated funds from the grant will provide the materials and resources for the program. There are no recurring costs associated with the first component of the program, the web-based application. NHA's Information Technology Department is adequately staffed to maintain the application after its initial development. The recurring costs associated with the customized, computer-based learning component of the CRA (refreshing of Chromebooks after year three, refreshing of iPads after year three, refreshing of laptops after year four, and ongoing paper costs) will be sustained because there are no increased costs associated with this program. The refresh of computers and other technology devices is always included in the consortium schools' budgets, regardless of CRA. Because the devices we are purchasing through CRA are significantly less expensive than the devices currently in the schools, we are able to adequately refresh each device without incurring additional costs. Lastly, the PLC will be self-sustainable because some meetings will be held virtually and NHA will continue plans for in-person meeting travel costs.

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 09/18/2013 - 07/29/2014

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

The planning scope of work began in the fall of 2013 with school principals and the Director of School Quality conducting a needs assessment to determine the changes that needed to occur in each school in order to improve their intervention program. This included discussions regarding necessary resources and costs associated with implementing the identified changes. After the program needs were determined, stakeholders, including school principals and NHA support staff in the areas of Special Education, Intervention Services, Information Technology, Curriculum and Instruction, Information and Analytics, and School Quality conducted several meetings to finalize the scope of the project, project goals, and objectives. Once the project goals and objectives were finalized, stakeholders selected a project evaluator, Dr. Stuit, to determine evaluation methods, processes, quantitative and qualitative benchmarks, and any anticipated barriers to success. The consortium will continue planning through conducting monthly systematic intervention PLC meetings. In addition, it will be working with vendors for future project purchases, implementation of technology, and professional development needed for project success.

* Anticipated barriers to successful completion of the planning phase

To mitigate a potential identified barrier that vendors may not be available to perform required work we will engage preferred partners and vendors early in the process as well as identifying second choice vendors in the event a preferred partner is not available. Secondly, a potential barrier to any program is that leadership staff may turnover. Even though we do not expect that to be the case, the consortium has very strategic recruiting process for attracting highly qualified individuals. If the program leaders turnover, NHA in partnership with the school's Board, will fill the position with a highly qualified individual and/or someone from the consortium will take over program leadership at an additional location until a position is filled.

18. Implementation - Process to achieve project goals

* Date Range 07/29/2014 - 08/01/2015

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

The implementation scope of work will include contracting with vendors, ordering, receiving, and installing all program technology, supplies, and materials. This will also include finalizing the technology for the web-based application. In addition, staff and leadership will be participating in professional development for the successful implementation of the program. All milestones assigned for each vendor will be met, and technology will be fully integrated into classrooms for customized instruction. Communication in this phase will be managed by Mr. Preston through monthly PLC meetings as well as frequent emails including program updates. Converting program updates into monthly newsletters will help each of the program staff stay committed to the program's mission and give all staff a chance to provide feedback on the program. Additionally, communications will be sent to parents to notify them of the customized instruction their students will be receiving.

* Anticipated barriers to successful completion of the implementation phase.

To mitigate a potential identified barrier that partners and vendors might not be available to within CRA's timelines we will engage preferred partners and vendors early in the process identification of second choice vendors in the event preferred vendors not available will also mitigate this risk. Routinely following up with vendors and partners will ensure we meet all milestones in the program. Secondly, to mitigate a potential identified barrier that teachers will need additional support when integrating technology in the classrooms, deans will act as a point of contact for teachers to get technology support. Deans will be trained on how to handle basic technology questions. Other technology related questions can be passed along to NHA's help desk to help teachers connect devices to the internet, assess services, and provide troubleshooting for the operating system.

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

* Date Range 08/1/2014 - 06/30/2019

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

The summative evaluation phase scope of work will be characterized by surveys, interviews, focus groups, and formative assessments administered by the evaluation consultants to use as benchmark data for the coming years. While the evaluation will come together in the later part of the grant period, we will begin to gather benchmark data in the fall of 2014. Communication will continue to be maintained by Dr. Stuit, the lead evaluator, via email and during PLC meetings. Benchmark data will be gathered from the five consortium schools, five other Ohio NHA-partner schools, and like districts for evaluation purposes. The five other Ohio NHA-partner schools were chosen as one of the comparison groups because when the program is proven successfully the other NHA-partner schools plan to expand the CRA program there. During this period, fall-to-spring NWEA data will be received and discussed to measure the results of the first year of the program. Reporting on the program's first year outcomes will be completed by the grants consultant.

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

The potential major barrier in this phase is that not all baseline data will be gathered. To mitigate this issue, Mr. Preston will ask for updates from evaluation consultants monthly to ensure they remain on target with established deadlines.

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 implementation of this program will result in several critical instructional and organizational changes, all of which will support the goal of having 90% of student who are with us for three years or more on a college readiness path by 2020. The first change is that all teachers will have opportunities to close achievement gaps for all students using the web-based application. Currently teachers have access to formative assessment data, but the system needs updates to provide teachers with more comprehensive individualized information in order to truly respond when students do not learn. The schools recognize that this, along with the development of weekly common assessment technology, has been an obstacle to the kind of rapid growth that is needed to ensure students are college ready. The student grouping tool will ensure that there are no barriers to understanding specific student needs and addressing them in a regular and timely way. The second change involves improvements to current classroom practices. Christensen (2011) suggests the use of computers could positively disrupt our current education system. Teachers will be able to more appropriately respond when students do not learn or have already learned a standard through the use of customized, computer-based instruction. This is paramount given the standardized instruction students have received since the Industrial Revolution (2011). All classrooms will be infused with one-on-one computing technology to support individualized instruction and student engagement. The new technology supported by this grant project will allow each student to track their own progress and receive individualized, computerized instruction. The third change that will occur is that key school staff members will be a part of a formal, sustainable PLC with a solitary focus on building, growing, and sustaining effective intervention systems. The CRA program will change the school's mentality by looking at students differently - what works for one student - may not work for another (DuFour, 2007). Additionally, our pace and producers will not be based on curriculum and roads maps, but assessments (DuFour, 1998). The PLC will allow the school to implement a systematic process that is research-based, reliable, and replicable, so that the intentionality of interventions will ensure consistent student growth. As research suggests around the PLC model, we expect the overall school culture to become more student centered, increase the use of techniques for instruction to accommodate for varying levels of student content mastery, and higher levels of social support for achievement and higher levels of authentic pedagogy (Louis & Mark, 1998). Opportunities will be available for intervention staff to engage in ongoing professional development on effective interventions via eLearning modules. Teachers will then be well-versed in the use of intervention strategies, materials, and subscriptions. All of these changes will result in a more overarching shift as the schools' culture changes. Staff members will begin to see the critical importance of how everyone within the organization can support intervention goals, and that college readiness is a whole school and organizational priority and not just the responsibility of a select few. These improvements, along with constantly revisiting DuFour's four essential questions, will ensure that the grant project will move the schools forward toward their goal of increased opportunities for college readiness for more students.

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.

First, CRA centers on the enhancement of a technology system that gives teachers tools to measure student learning and respond with individualized instruction on a frequent and regular basis. Cinco Ranch High School effectively uses a technology system to help drive instruction. This is accomplished by the district providing a data collection system and training teachers to accelerate student scores by objective (DuFour, DuFour, Eaker, & Karhanek, 2004). The consortium has begun to collect data through a Race-to-the-Top program. The data has already been collected and will be used to advance the creation of the web-based application to support individualized instruction. A comprehensive data system will impact student achievement in a positive way. Second, CRA focuses on providing customized instruction through one-on-one computing technology. Teachers at Lake Forest Elementary School (Lake Forest) used assessment data to find activities and technology that would help to close student's academic gaps (Rebenstein, 2010). This allowed students that have struggled with understanding certain concepts in a traditional classroom setting learn in a way they find more engaging and, as a result, learn the concept. The integration of various technologies in Lake Forest classrooms also allowed students to work at the same time on different activities and at different skill levels. The school uses software to do basic practice skills and assessment to allow teachers to focus their attention on instruction and providing students with individualized coaching. The principal, Ms. Cannon, reports she has seen constant growth and progress on regular individual assessments given to the students of Lake Forest. As Lake Forest successfully used technology in their classroom to engage students and meet the individualize needs of each student, CRA will focus on the same objective. In addition to purchasing more technology, a Student Launchpad technology will be created for each student to track their own progress and receive individualized, computerized instruction. This technology will take the burden off of teachers to create assessments and pull instructional resources for basic skill practice to students to fill gaps and allow teachers to individualize instruction. Third, CRA combines the resources above to ensure all components increase student academic achievement. A multi-building PLC composed of principals, deans, and intervention staff will implement effective interventions to ensure students' individual instructional needs are met. Hanover Highlands Elementary School (Hanover) used PLCs to improve the academic performance of their lowest performing students (Solution Tree, 2012). Hanover's PLC met weekly to discuss the progress of their students in their respective intervention programs and based on data determined if adjustments were needed in instruction, intervention and/or grouping. Through Hanover's use of PLCs, the school saw an 11% increase in proficiency in the area of reading over four years. In 2012, 93% of their students met or exceeded the state standards in math. Eighty-five percent of low income students met or exceeded the state reading standards. In math, 92.6% of low income students and 81% of IEP

students exceeded the state standards. Combining technology and PLCs will not only accelerate the school's progress, but provide teachers with the specific and user-friendly feedback that is essential to deliver good instruction, foster greater collaboration with colleagues, and provide students with additional support and more opportunities to learn (DuFour, DuFour, Eaker, & Karhanek, 2004). The success at Cinco Ranch High School, Lake Forest, and Hanover was not due in part to only technology or the PLC. It was the combination of all components working together which yielded positive results on student achievement.

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.

David Stuit, PhD, Founding Partner at Basis Policy Research, and his team of senior consultants will conduct an external evaluation of CRA. Address: 9650 Strickland Road, Suite 103-296 Raleigh, North Carolina 27612 Phone: (866) 542-7908 Email: dastuit@basispolicyresearch.com

* 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 data will be collected to measure the overall impact of the program's goal to have 90 percent of consortium students who have been with us for three years or more on a college readiness path by 2020. Short-term goals will be measured using formative assessments which will occur weekly and unit assessments at a minimum of every six weeks to weekly. Long-term measurements include fall and spring NWEA MAP assessments. The research team will analyze the correlation between the formative assessments, NWEA MAP data, and the Partnership for Assessment of Readiness for College and Careers (PARCC) state assessment. If the interventions are not effective, the PLCs will adjust their approach to meet the individual student need as identified by the data. Formative assessments will initially be given within the first month of the program and will continue throughout the school year. NWEA MAP testing will occur in the fall and spring each school year. The first set of data collection will start in August 2014 and end in June 2015. Data will continue to be gathered in the spring of each of the five years of the evaluation.

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

The methodology for measuring the program's outcomes will compare the five consortium schools with two sets of comparison schools. The first comparison group will be composed of five Ohio NHA-partner charter schools that are not included in the proposed consortium. Given the network of 10 Ohio NHA-partner public charter schools are similar, the five NHA-partner schools that do not plan to implement the CRA program at this time will provide a natural comparison group for the evaluation. The second comparison group will be composed of five traditional public schools. The evaluation process will use surveys, interviews, and focus groups. Surveys will measure the progress of implementation, success, and barriers to program implementation. Interviews and focus groups will be held at each of the consortium schools with principals, deans, teachers, and students and will focus on documenting progress toward the use of the web-based application and eLearning Modules. The research team will collect annual technology system usage logs from the consortium schools to determine the frequency of use of the different components. The data requirements for the evaluation are 1) publicly available school-level data and school-level performance on state standardized assessment; 2) annual surveys of school staff; 3) qualitative data from interviews and focus groups in the five consortium schools; 4) the research team will work with consortium members to gain access to the technology system usage logs; 5) student-level data from the Ohio PARCC assessment; 6) student-level data from the NWEA MAP benchmark assessment; and 7) additional student-level data from progress monitoring tools. Lessons learned through this project can be shared with other Ohio education leaders by following Winterfield Venture Charter Academy's Facebook page where we will be posting updates on our program. After the evaluation is complete we will share overall findings of CRA with the Ohio Department of Education.

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 goal of CRA is to have 90% of students who are with us for three years or more on the college readiness path by June 30, 2020. This goal will be measured using NWEA spring and fall data as well as weekly progress monitoring testing. This goal will be accomplished by completing the following objectives. 1. By June 30, 2015, we will advance the existing instructional improvement system web-based application to support teachers in increasing the frequency of measuring student learning and responding through individualized instruction during core subjects and intervention in order to close achievement gaps for all students. After the expiration of the grant program, continuation of this goal will be ensured by sustained use of the weekly common formative assessment data technology system and the "small group maker" technology combined with new re-teaching resources. Continued support and training on these systems will be ensured by weekly one-on-one meetings between each teacher and their dean as well as the presence of the eLearning modules to learn how to use the web-based application as a tool to individualize instruction based on student need. 2. By June 30, 2015, we will integrate one-on-one computing technology into all classrooms in order to increase individualized instruction to respond when a student has not learned or has already learned a standard. After the expiration of the grant program, continuation of this goal will be ensured by the continued use of all purchased technology and the web-based application designed for the purpose of allowing each student to track their own progress and receive individualized, computerized instruction. The ongoing, intentional use of these components will be ensured through classroom observations and training through eLearning modules to learn how to integrate this technology into their classrooms. 3. By June 30, 2015, we will establish formal and sustainable PLCs with built-in support at each school and across the consortium in order to ensure effective implementation of intervention systems and further to ensure that every student who needs additional support to be college ready will be identified, served, and monitored. The PLC is a key driver in the overall success of the implementation of CRA. After the expiration of the grant program, continuation of this goal will be ensured by: a. the existence and ongoing use of eLearning modules and the intervention module of

the instructional improvement system web application, b. the continued partnership between the school-based PLC teams and the NHA intervention services team, and c. the faithful use of purchased intervention materials and subscriptions, any renewal costs of which will be absorbed by other supplemental funds in the future. The CRA is imperative to helping us reach each years' benchmarked student achievement goals to meet our overall college readiness goal. CRA will continue after the grant period because many of the programs costs, with the exception of paper and future technology refreshes, are one time start-up costs. Additionally funding for these items will be covered in the future using the schools' existing technology budgets. The development of the web-based application or eLearning modules will not require any additional funding and NHA is currently staffed to provide any of the maintenance needed for this technology. PLC meetings will continue to take place virtually or NHA will provide the travel cost associated with the meetings. The consortium will continue to have at least 90% of their students who are with us for three or more years on the college readiness path, after 2020.

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

CRA anticipates that students in grades K-8 will grow on average approximately nine and a half (9.4) percentage points in reading each year. In math, students will grow approximately five (4.9) percentage points each year. By June 2015, 56%, of student will be on a college readiness path for reading and math, 64% by June 2016, 72% by June 2017, 79% by June 2018, 85% by 2019, and 90% by 2020. Progress in the first two critical factors mentioned in question nine (reading and math scores do not reflect college readiness and students are currently staying at the bottom quartile) will be measured using college readiness benchmark data through NWEA fall and spring testing. The third critical factor (intervention staff training) will be measured by tracking the number of intervention staff and teachers who complete the eLearning modules. We expect, with proper training, intervention staff will feel positive about the training they receive and will be able to help students make greater academic gains which will result in positive job satisfaction and create fewer turnovers. Short-term objectives towards our goal include completing common formative assessments and common unit testing which will occur as frequently as every week to every six weeks. Additionally, gathering benchmark data starting in October 2014 for individualized instruction, the web-based application, and the PLC will be collected using surveys, interviews and focus groups, technology system usage logs, and running formative assessment validity tests. Long-term measurement of our goals includes fall and spring NWEA testing and summative evaluations of the data collected during each year by the evaluators. These measurements will ensure we attain our goal of having 90% of students who are with us for three years or more on the college readiness path by 2020.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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

* Explain your response

The consortium is composed of schools committed to learning from both our successes and failures. Through our frequent program evaluation we will be able to see what is working or not working and will adjust our program accordingly to reach our goal. From our evaluations we will determine why something did or did not work. Having a culture that constantly seeks to learn from both our successes and failures we are able to continually improve our planning, implementation, and outcomes. The CRA is replicable for other districts in Ohio - this program can be duplicated by developing common weekly formative assessments, investing in technology for one-to-one computing, conducting focused PLC meetings, and creating eLearning modules for intervention staff. To implement a similar program a minimum of six months should be spent in a planning phase. Actual implementation of the program will take an additional four to six months. The consortium has already learned key lessons that will guide us now and in the future. First, we have learned extending our planning phase proved to be constructive and should mitigate future risks to our program. Second, when seeking support for our program the potential funders' goals must strategically align with the goals of our program. Third, we carefully matched our program activities with our program outcomes. This was done by becoming aware of what research suggests are the best strategies for providing customized instruction for students. This model can be used in districts across the state. Each component of the program has been suggested by literature and incorporated in districts across the United States; however, this program is unique because we are the first, based on our review, to implement all three components (the web-based application, customized instruction through technology, and PLC-driven systematic intervention) simultaneously.

When the model is proven effective, the CRA program will expand its scale and scope to other NHA-partner schools in Ohio, serving an additional 3,476 students across the state. The model will be applied in the same way this program will be implemented with small variations depending on lessons learned. Future lessons learned will be shared with other districts using Winterfield Venture Academy's Facebook where we will be posting updates on of our program. Additionally, when the program's evaluation is complete, we will share the report with the Ohio Department of Education, overall findings, and best practices of the program.

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).

Nathan Preston

Consortium

Winterfield Venture Academy (000546) - Lucas 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
Xavier	Owens	(419)269-2247	71.XOWENS@nhaschools.com	Bennett Venture Academy	000843	5130 Bennett Road, Toledo, OH, 43612	
Ron	Albino	(937)223-2889	60.RALBINO@nhaschools.com	Emerson Academy	000577	501 Hickory St, Dayton, OH, 45410-1232	
Keith	Colbert	(937) 235-5498	50.kcolbert@nhaschools.com	Pathway School of Discovery	000138	173 Avondale Dr, Dayton, OH, 45404-2123	
Jacqueline	Robbeloth	(937) 278-6671	42.jrobbeloth@nhaschools.com	North Dayton School Of Science & Discovery	143529	3901 Turner Rd, Dayton, OH, 45415-3654	

Partnerships

Winterfield Venture Academy (000546) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Stacy	Erb	740-350-4909	stacy.erb@solution-tree.com	Solution Tree		555 North Morton Street , Bloomington, Indiana, 47404	
Cris	Goldy	888-249-6155 x 170	cgoldy@corelearn.com	CORE		1300 Clay Street, Suite 600, , Oakland, California , 94612	
Antonia	Deschenes	1-800-462-1478	ADeschenes@SDE.com	Staff Development for Educators		SDE, 10 Sharon Road, PO Box 577 , , Peterborough, New Hampshire , 03458	
Michael	Carnevale	616-233-9989 x1	mike@carnevaleinteractive.com	Carnevale Interactive		44 Grandville Avenue SW, Suite 320 , , Grand Rapids, Michigan , 49503	
Samantha	Roberts	616-954-6358	sroberts@heritageacademies.com	National Heritage Academies		3850 BROADMOOR SE, STE. 201, , Grand Rapids, Michigan , 495012	
David	Stuit	866-542-7908	dastuit@basispolicyresearch.com	Basis Policy Research		9650 Strickland Road, Suite 103-296, , Raleigh, North Carolina , 27612	
Gayle	Holworth	248-544-1568	Gayle.holworth@innovativeLG.com	Innovative Learning Group		514 East Fourth Street , Royal Oak , Michigan, 48067	

Implementation Team

Winterfield Venture Academy (000546) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jacqueline	Robbeloth	Principal - North Dayton School of Discovery	Ms. Robbeloth will be staffed on the CRA full-time and plan, development, implement, and monitor CRA at her school. Ms. Robbeloth will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Overall leadership, governance, and management of daily activities will be Ms. Robbeloth's responsibility at North Dayton School of Discovery. Ms. Robbeloth will hold her dean responsible for the roll-out of technology in classrooms. Ms. Robbeloth will report to Mr. Preston.	Ms. Robbeloth has a M.S. in Middle Childhood Education and B.A. in Business Administration.	She has over six years of experience working in education.	
Elizabeth	Ralph	Dean - Winterfield Venture Academy	Ms. Ralph will be staffed full-time on CRA and work closely with teachers and intervention staff to ensure that services are being executed with fidelity. Ms. Ralph will help plan, develop, implement, and monitor the fidelity of CRA at her school. Ms. Ralph will do this through weekly observations and one-on-one meetings with teachers. She will help manage instruction through supporting teachers both in their planning efforts and implementation. Through her instructional leadership, including the provision of ongoing coaching and instructional support, teachers' planning will be designed to ensure all students are provided with high-quality instruction that leads to high levels of learning. Ms. Ralph will be a point of contact for teachers to go to when technology is being rolled out at Winterfield Venture Academy. It will be her responsibility to hold teachers accountable for integrating technology at Winterfield Venture Academy. Ms. Ralph will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Ms. Ralph will report to Mr. Preston.	Ms. Ralph has a M.A. in Drama, Language, Literacy, and Reading from The Ohio State University and a B.S. in Education from Bowling Green State University.	Ms. Ralph has over 18 years of experience working in education.	
Andrew	Couper	Dean - Emerson Academy of Dayton	Mr. Couper will be staffed full-time on the CRA and work closely with teachers and intervention staff to ensure that services are being executed with fidelity. Mr. Couper will help plan, develop, implement, and monitor the fidelity of CRA at his school. Mr. Couper will do this through weekly observations and one-on-one	Mr. Couper holds a M.Ed. from Wright State University and a B.S. in Middle Childhood Education.	Mr. Couper has program management experience working as an intervention specialist and building coordinator. He has over 10 years of experience working in education.	

			<p>meetings with teachers. He will help manage instruction through supporting teachers both in their planning efforts and implementation. Through his instructional leadership, including the provision of ongoing coaching and instructional support, teachers' planning will be designed to ensure all students are provided with high-quality instruction that leads to high levels of learning. Mr. Couper will be a point of contact for teachers to go to when technology is being rolled out at Emerson Academy of Dayton. It will be his responsibility to hold teachers accountable for integrating technology at Emerson Academy of Dayton. Mr. Couper will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Mr. Couper will report to Mr. Albino.</p>			
Kristi	Hayward	Dean - Bennett Venture Academy	<p>Ms. Hayward will be staffed full-time on CRA and work closely with teachers and intervention staff to ensure that services are being executed with fidelity. Ms. Hayward will help plan, develop, implement, and monitor the fidelity of CRA at her school. Ms. Hayward will do this through weekly observations and one-on-one meetings with teachers. She will help manage instruction through supporting teachers both in their planning efforts and implementation. Through his instructional leadership, including the provision of ongoing coaching and instructional support, teachers' planning will be designed to ensure all students are provided with high-quality instruction that leads to high levels of learning. Ms. Hayward will be a point of contact for teachers to go to when technology is being rolled out at Bennett Venture Academy. It will be her responsibility to hold teachers accountable for integrating technology at Bennett Venture Academy. Ms. Hayward will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Ms. Hayward will report to Mr. Owens.</p>	<p>Ms. Hayward has a M.Ed. in Administration and Supervision from University of Toledo and a B.S. in Education, Early Childhood Education from Bowling Green State University.</p>	<p>Ms. Hayward has 11 years of experience working in education.</p>	
Shannon	Todd	Dean - Pathway School of Discovery	<p>Ms. Todd will be staffed full-time on CRA and work closely with teachers and intervention staff to ensure that services are being executed with fidelity. Ms. Todd will help plan, develop, implement, and monitor the fidelity of CRA at her school. Ms. Todd will do this through weekly observations and one-on-one meetings with teachers. She will help manage instruction through supporting teachers both in their</p>	<p>Ms. Todd received her B.S. in Education from Wright State University.</p>	<p>She has over 14 years of experience working in education as a teacher.</p>	

			<p>planning efforts and implementation. Through his instructional leadership, including the provision of ongoing coaching and instructional support, teachers' planning will be designed to ensure all students are provided with high-quality instruction that leads to high levels of learning. Ms. Todd will be a point of contact for teachers to go to when technology is being rolled out at Pathway School of Discovery. It will be her responsibility to hold teachers accountable for integrating technology at Pathway School of Discovery. Ms. Todd will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Ms. Todd will report to Mr. Colbert.</p>			
Brooke	Couper	Dean - North Dayton School of Discovery	<p>Ms. Couper will be staffed full-time on CRA and work closely with teachers and intervention staff to ensure that services are being executed with fidelity. Ms. Couper will help plan, develop, implement, and monitor the fidelity of CRA at her school. Ms. Couper will do this through weekly observations and one-on-one meetings with teachers. She will help manage instruction through supporting teachers both in their planning efforts and implementation. Through his instructional leadership, including the provision of ongoing coaching and instructional support, teachers' planning will be designed to ensure all students are provided with high-quality instruction that leads to high levels of learning. Ms. Couper will be a point of contact for teachers to go to when technology is being rolled out at North Dayton School of Discovery. It will be her responsibility to hold teachers accountable for integrating technology at North Dayton School of Discovery. Ms. Couper will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Ms. Couper will report to Ms. Robbeloth.</p>	<p>Ms. Couper is pursuing her M.A. in Educational Leadership from the University of Dayton.</p>	<p>Ms. Couper has over 10 years of experience working in education.</p>	
David	Stuit	Founding Partner - Basis Policy Research	<p>Dr. Stuit will be staffed on CRA part-time and facilitate the evaluation including surveys, interviews, focus groups, and formative assessments along with his senior associates. He will provide data and findings to the consortium during PLC meetings as appropriate.</p>	<p>Dr. Stuit has a PhD from Vanderbilt University, holds a M.A. from the University of Colorado, and a B.A. from Hope College.</p>	<p>Dr. Stuit's work focuses on delivering quantitative research solutions. He has served as the Director of Business Intelligence for a leading education management organization, a researcher with the National Center on School Choice and the Education Commission of the States and as a classroom teacher in</p>	

					Denver, Colorado.	
Timothy	DiLaura	Director of School Quality - National Heritage Academies	Mr. DiLaura works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Mr. DiLaura will be staffed on the CRA full-time and oversee the implementation of the program at all five schools in the consortium, participate as a member of the PLC, and act as a liaison between the work that is happening each day at the schools and the support provided through NHA.	Mr. DiLaura has a M.S. and B.S. in Electrical Engineering from the University of Michigan. He also has a Professional Teacher Certification from Northern Michigan University.	Mr. DiLaura's relative experience includes assistant principal for two years, principal for seven years, and Director of School Quality for three years. Mr. DiLaura has provided leadership in creating a model of classroom instructional practice and a model of collaborative school improvement for NHA.	
Todd	McKee	Vice President of Student Services - National Heritage Academies	Mr. McKee works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Mr. McKee will oversee the successful development and implementation of the web-based application, as well provide any ongoing and long-term support for the program. Mr. McKee's work will focus on creating a system that eliminates achievement gaps and ensures that all children have an opportunity to receive an excellent education.	Mr. McKee has a M.A. in Educational Administration Policy and Analysis from Stanford University and a B.S. in Biology and Chemistry from George Fox University.	With eight years as a classroom teacher and six as a principal, Mr. McKee brings experience in both teaching and administration. He was the founding principal of the Albany Charter Academy in New York. He served as the principal of the International Community School in Addis Ababa, Ethiopia, an International Baccalaureate school serving hundreds of students from more than 60 countries. Additionally, he is an alumnus of the Teach for America program which recruits outstanding professionals to teach in low-income schools with the goal of eliminating inequity in education.	
Aric	Dershem	Vice President of Administration and Information Technology - National Heritage Academies	Mr. Dershem works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Mr. Dershem will oversee the successful development and implementation of the web-based application as well any ongoing long-term support the program requires. Mr. Dershem will also be a point of contact for deans to receive support for the integration of technology in the schools.	Mr. Dershem has a M.S. in Instructional Systems Technology from Indiana University and a B.S. in Computer Science with Secondary Education Certification from Hope College.	Mr. Dershem's past experience in education includes helping high school and college students explore the potential of technology.	
Roberto	Martinez	Director of Curriculum and Instruction - National Heritage Academies	Mr. Martinez works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Mr. Martinez's will support teachers and, in coordination with the consortium schools leaders and teachers, Mr. Martinez will develop the advancements to the instructional improvement system.	Mr. Martinez has a M.A. from the University of Maryland College Park and a B.A. from Christian Brothers University.	Mr. Martinez previously worked as a teacher and was the Senior Director of Academics at YES Prep schools.	

Kathy	Schaaphok	Board Treasurer - Winterfield Venture Academy	Ms. Schaaphok will provide the financial management required to manage CRA.	Ms. Schaaphok holds a B.S. in Business Administration from Davenport College of Business.	Ms. Schaaphok experience ranges from general, cost, governmental and fund accounting. She has supervisory experience which includes management of accounting and human resources department personnel. Additionally she has extensive experience with personal and mainframe computer systems and their interface procedures, and multi-divisional and multiple company accounting structures.	
Samantha	Roberts	Grants Consultant - National Heritage Academies	Ms. Roberts works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Ms. Roberts' will complete all required reporting required through the Straight A Fund.	Ms. Roberts has a M.A in Social Service Administration from Loyola University Chicago and a B.A. in Social Work from Saginaw Valley State University.	Ms. Roberts' past experience includes managing a \$27 million Federal grant while working for the city of Chicago.	
Michelle	Musser	Procurement Buyer - National Heritage Academies	Ms. Musser works for the consortium's partner, NHA. The organization will provide continued support and resources for CRA to ensure its sustainability. Specifically, Ms. Musser will be responsible for ordering, purchasing, and the delivery of all supplies and items requested through CRA.	Ms. Musser has a B.S. with a concentration in Mathematics and Actuarial Science.	Ms. Musser orders supplies for 76 charter schools in Michigan, Ohio, Indiana, Georgia, Louisiana, North Carolina, Colorado, Georgia, New York, and Wisconsin. She has been doing so for over six years.	
Nathan	Preston	Principal - Winterfield Venture Academy	As the program's lead applicant, Mr. Preston will be staffed on CRA full-time and be responsible for leading the program and coordinating communication between the consortiums. The other principals involved in the consortium will be responsible to reporting to Mr. Preston to ensure all program outcomes are accomplished. Mr. Preston will plan, development, implement and monitor the fidelity of CRA both at his school and across the consortium. He will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of the effective intervention systems.	Mr. Preston received his M.Ed. from the University of Findlay, a M.A. from the University of Cincinnati, and a B.A. from Ohio Northern University.	Before becoming a principal, Mr. Preston was a social studies teacher. He is skilled in the design of challenging, enriching, and innovative activities that address the diverse interests and needs of students. He has over 11 years of experience working in education.	
Ron	Albino	Principal - Emerson Academy of Dayton	Mr. Albino will be staffed on the CRA full-time and plan, development, implement, and monitor CRA at his school. Mr. Albino will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Overall leadership, governance, and management of daily activities will be Mr. Albino's responsibility at Emerson	Mr. Albino has a M.Ed. from Xavier University and a B.S. from Liberty University.	He has over 14 years of experience working in education.	

			Academy of Dayton. Mr. Albino will hold his dean responsible for the roll-out of technology in classrooms. Mr. Albino will report to Mr. Preston.			
Xavier	Owens	Principal - Bennett Venture Academy	Mr. Owens will be staffed on the CRA full-time and plan, development, implement, and monitor CRA at his school. Mr. Owens will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Overall leadership, governance, and management of daily activities will be Mr. Owen's responsibility at Bennett Venture Academy. Mr. Owen will hold his dean responsible for the roll-out of technology in classrooms. Mr. Owens will report to Mr. Preston.	Mr. Owens holds a M.S. in Education Leadership for K-12 grade programs from Capella University, a M.Ed. in Curriculum and Instruction from Loyola University of Chicago, a M.A in Inner City Studies Education, and a B.S. Board of Governors Liberal Arts degree from Northeastern Illinois University.	Mr. Owens has over 14 years of experience working in education. He has been a mentor and support system to many teachers over the years. Currently, Mr. Owens is pursuing his Educational Specialist Degree with a focus on Leadership in Educational Administration.	
Keith	Colbert	Principal - Pathway School of Discovery	Mr. Colbert will be staffed on the CRA full-time and plan, development, implement, and monitor CRA at his school. Mr. Colbert will participate in the consortium's monthly PLC meetings and oversee the implementation and improvement of the key components of effective intervention systems. Overall leadership, governance, and management of daily activities will be Mr. Colbert's responsibility at Pathway School of Discovery. Mr. Colbert will hold his dean responsible for the roll-out of technology in classrooms. Mr. Colbert will report to Mr. Preston.	Mr. Colbert has a B.S. in Financial Management from Grove City College.	Mr. Colbert has 11 years of experience working in education.	