

Application \_\_\_\_\_

We're on a remarkably short timetable to get Following the Leaders (FTL) under way by the beginning of the 2002-3 school year. So, we've taken great care to make this application short and sweet. In total, we expect the application to take no more than 30 minutes for you to complete. Our intent is to work with an extremely diverse group of schools. So what does that mean? It means there are no right or wrong answers as you fill this application out. Really. Your school does need to be wired so that you can take full advantage of Following the Leaders. But the most important criterion is that you are willing to lead the charge in your state -- as a beacon of excellence for the nation -- to guarantee that in truth *No Child Is Left Behind!*

Two cohorts of schools will be selected. The first cohort will launch Achieve 3.0, the school based part of Following the Leaders, at the start of the 2002-2003 school year. The second one will launch a few months later, in January. This application will serve as the basis for your school's participation in either the August/September 2002 or January 2003 cohort for Following the Leaders.

**Part I: The Basics**

In this section, we simply need your contact information and a list of those who will serve on your school's Following the Leaders team.

**Part II: Self-assessment**

In this part of the application, we ask you to do a quick and dirty assessment of how close well your school currently incorporates standards into instruction, how involved parents are, how comfortable teachers are in using technology, and how much professional development time your school sets aside. Remember, there are no right or wrong answers. We will work with schools on all parts of the spectrum.

**Part III: Understanding of Achieve 3.0**

As part of this application process, we ask you go to [www.projectachieve.com/demo](http://www.projectachieve.com/demo) to ensure that you understand what it is that you are receiving as a part of the Following the Leaders offering. This section asks you a few simple questions about the presentation and demo to assess your understanding.

**Part IV: Network Diagnostic Test**

There is nothing more frustrating than having software but not having the technical infrastructure to make it work! That's why we've included an on-line diagnostic test as part of the school application.

**Part V. Responsibilities and Affirmation**

Finally, Following the Leaders is a partnership. There is much your FTL partner is committed to doing for you, and we're excited about doing it. But like any true partnership, for Following the Leaders to be a success we need your excitement and commitment as well. So that there are no surprises, this section outlines what we'll need for you to do to make Following the Leaders an unparalleled success in your school. We're asking for a signed commitment to make sure that this happens -- and don't worry, we'll sign, too. We're in this together.

## Part I: The Basics

General Information
State:
District:
School name:
School address (including zip code):
School main phone number:
First day of school year:
Last day of school year:
Projected student enrollment:
Projected number of teachers:

School Principal
Name:
Phone number:
Email:

## Part II: Self-assessment

In this part of the application, we ask you to do a quick and dirty assessment of how close well your school currently incorporates standards into instruction, how involved parents are, how comfortable teachers are in using technology, and how much professional development time your school sets aside. Remember, there are no right or wrong answers. We will work with schools on all parts of the spectrum. This is a way, however, for us to get to know you a bit better before we walk into your school.

How are state standards used in your school?	
Standards drive our lesson plans and assessments	Strongly agree Agree somewhat Neither agree nor disagree Disagree somewhat Strongly disagree
Standards are used to a great extent to define achievements and opportunities	Strongly agree Agree somewhat Neither agree nor disagree Disagree somewhat Strongly disagree
Describe how progress towards standards is currently tracked at your school	

**How are parents involved at your school?**

Parents expect the school to communicate student progress at least once a month	Strongly agree Agree somewhat Neither agree nor disagree Disagree somewhat Strongly disagree
Parents are able to find out homework and class assignments easily	Strongly agree Agree somewhat Neither agree nor disagree Disagree somewhat Strongly disagree

**How comfortable are your teachers in using technology in planning and teaching curriculum?**

How much time does your average teacher spend on the Internet per week (personal and school use)?	0-2 hours/week 3-5 hours/week 6-10 hours/week More than 10 hours/wk
How many of your teachers use a computer regularly for Lesson Planning?	Daily Weekly Less frequently Never
How many of your teachers use a computer regularly to create Assessments?	Daily Weekly Less frequently Never
How many of your teachers use a computer regularly to calculate Grades?	Daily Weekly Less frequently Never
How many of your teachers use a computer regularly to take Attendance?	Daily Weekly Less frequently Never

**How much time does your school set aside for planning and professional development?**

How many in service days do you have in the upcoming school year?	0-2 3-5 7-9 10 or more
How often does your school or district provide computer training for teachers?	Weekly Monthly Less frequently Never
How often do all of the faculty and staff meet formally as a group?	Daily Weekly Monthly Less frequently

### Part III: Understanding of Achieve 3.0

As part of this application process, we ask you go to [www.projectachieve.com/demo](http://www.projectachieve.com/demo) and to [www.skills tutor.com/prodtrain1.cfm](http://www.skills tutor.com/prodtrain1.cfm) (click on link to Product Tour) to ensure that you understand what it is that you are receiving as a part of the Following the Leaders offering. This section asks you a few simple questions about the presentation and demo to assess your understanding.

Questions	
1. Achieve 3.0's on-line lesson planner captures how many times a standard has been taught and what the current level of mastery is for a given class.	True OR False
2. The tens of thousands of resources in Achieve 3.0's on-line lesson planner approved by subject matter, credentialed experts are web-based resources not textbook-based resources. As such, they should be used to supplement existing curricular materials your school already has.	True OR False
3. The 'automatic' alignment in Achieve 3.0's on-line lesson planner occurs with school or district standards you've imported into the system, not the state standards.	True OR False
4. The Achieve 3.0 gradebook is designed to be used as the primary gradebook for a teacher since teachers are able to not only give student's a grade on a given assessment, but are able to link those assessments to standards.	True OR False
5. SkillsTutor's pre- and post-tests are used to help teacher's diagnose what learning concepts or skills students are having difficulty with.	True OR False
6. SkillsTutor not only has pre- and post tests that track mastery on learning concepts and skills as well as standards, but students are able to complete on-line lesson plans to fill in gaps in learning and areas of need.	True OR False
7. My school will have a 'project leader' that will work with my school over two years. My project leader will work with a cohort of 10-15 schools and while there is not a strict schedule, they will be on site approximately 25 hours a year.	True OR False

## Part IV: Network Diagnostic Test

There is nothing more frustrating than having software but not having the technical infrastructure to make it work! That's why we've included an on-line diagnostic test to verify the speed of your internet connection as part of the school application. Either you, and/or someone from your staff, should go to [www.bos.speakeasy.net](http://www.bos.speakeasy.net) and conduct the test. It will take approximately 30-60 seconds, depending on the speed of your network.

Please run this diagnostic test on computers in at least five different classrooms where Achieve will be used during normal school hours. Please save the results from each test and return them with this questionnaire. If you are going to return this as a hardcopy document simply print the results of the test. If you are going to return this electronically simply save each test document include with the submission.

To save the tests:

- a) from the browser window go to the "File" menu option
- b) select "save as"
- c) for "file name" use the format "school\_name\_test1" (through 5)
- d) for "type" select "web page complete (\*.htm, \*.html)"
- e) for "encoding select "Western European (Windows)"

### Computer 1:

Location: \_\_\_\_\_  
Download speed: \_\_\_\_ kbps  
Upload speed: \_\_\_\_ kbps

### Computer 2:

Location: \_\_\_\_\_  
Download speed: \_\_\_\_ kbps  
Upload speed: \_\_\_\_ kbps

### Computer 3:

Location: \_\_\_\_\_  
Download speed: \_\_\_\_ kbps  
Upload speed: \_\_\_\_ kbps

### Computer 4:

Location: \_\_\_\_\_  
Download speed: \_\_\_\_ kbps  
Upload speed: \_\_\_\_ kbps

### Computer 5:

Location: \_\_\_\_\_  
Download speed: \_\_\_\_ kbps  
Upload speed: \_\_\_\_ kbps

Hardware and facilities	
How many Internet-connected computers are located in your administrative offices?	
In faculty areas?	
In classrooms?	
In computer lab?	
In other areas?	
What percent of computers run with at least 200 MHZ?	75-100% 50-74% 25-49% <25%
What percent of computers have at least 64 MB RAM?	75-100% 50-74% 25-49% <25%
Is there a conference room or office with an Internet-connected computer and phone for future training teleconferences?	Yes No
What system do you currently use to track student information at your school?	

Technical readiness of staff	
Do your teachers use email at school?	Yes, most Yes, some Yes, few None at all Don't know
Do your teachers use email at home?	Yes, most Yes, some Yes, few None at all Don't know

## **Project Achieve School Selection Technical Questionnaire**

- 1) Does your school or district have an Internet security policy statement in place?  
(If "Yes" please return a copy to Project Achieve with this application)

**Contact information for the person in charge of the Security Policy Statement**

Name:	Tel:	
Title:	Fax:	
Address:		
City:	State:	Zip:

- 2) Who is the technical Contact for your school or district?

***District Contact***

Name:	Tel:	
Title:	Fax:	
Address:		
City:	State:	Zip:

***Technical Contact for school if different***

Name:	Tel:	
Title:	Fax:	
Address:		
City:	State:	Zip:

- 3) Who is your ISP (Internet Service Provider)? What is the type of Internet connection (DSL, Dial-up, T1) and what speed is your connection to the Internet?  
(Please attach a copy of your bandwidth test results. Please run from 5 different machines that will have access to Project Achieve's web site)

***ISP Information***

(ISP) Company Name:	Tel:	
Address:	Fax:	
City:	State:	Zip:

***Technical Contact for ISP***

Name:	Tel:		
Title:	Fax:		
Type of Connection (Circle One)	Dial-up T1	T3	Frame (Speed K)
	DSL (Speed K)		Cable (Speed M)

**Please include the results from your Network Diagnostic Test**

- 3) What type of Firewall do you have installed at your school.

***Firewall Information***

Manufacturer:	Model:	OS:
Software version:	Patch Level:	
(Firewall Continued)		

***Hardware Information***

Make:	Model:	Chip Speed:
Total Memory:	Disk Space:	
Number of Network Cards:		



**Proxy Server Information**

Manufacturer:	Model:	OS:
Software version:	Patch Level:	

**(Proxy Server Continued)**

**Hardware Information**

Make:	Model:	Chip Speed:
Total Memory:	Disk Space:	
Number of Network Cards:		

**4) Who manages the firewall and or Proxy Server?**

**Firewall Support Information**

Name:	Tel:	
Title:	Fax:	
Address:		
City:	State:	Zip:

**Proxy Server Support Information**

Name:	Tel:	
Title:	Fax:	
Address:		
City:	State:	Zip:

**5) Does your school use any additional software to filter content or prevent students from downloading files from the Internet? If yes please provide information on any additional products used to block access to sites that are not allowed.**

**Filtering Server Information**

Manufacturer:	Model:	OS:
Software version:	Patch Level:	

**6) Workstation Information. What information can your school provide about the workstations that will be using the Project Achieve web site? (Please attach list if there is a variety)**

**Hardware Information**

Make:	Model:	Chip Speed:
Total Memory:	Disk Space:	
Type of Network Cards:		

**Software Information**

OS:	OS Patch Level:
Acrobat Reader: Yes / No	Macro Media Flash: Yes / No Version:

**7) What Web browsers are being used in the school where the Project Achieve product will be accessed?**

**Software Information**

Web Browser:	Version:	Security-Bit:
Web Browser:	Version:	Security-Bit:
Web Browser:	Version:	Security-Bit:

8) **Additional information.**

**Servers**

Manufacturer:	Model:	OS:
Software version:	Patch Level:	
Number of Users:		

**Hardware Information**

Make:	Model:	Chip Speed:
Total Memory:	Disk Space:	
Number of Network Cards:		

9) **Do the computers your students use have Macromedia's Flash Player Installed?**

Y\_\_\_\_\_ N\_\_\_\_\_

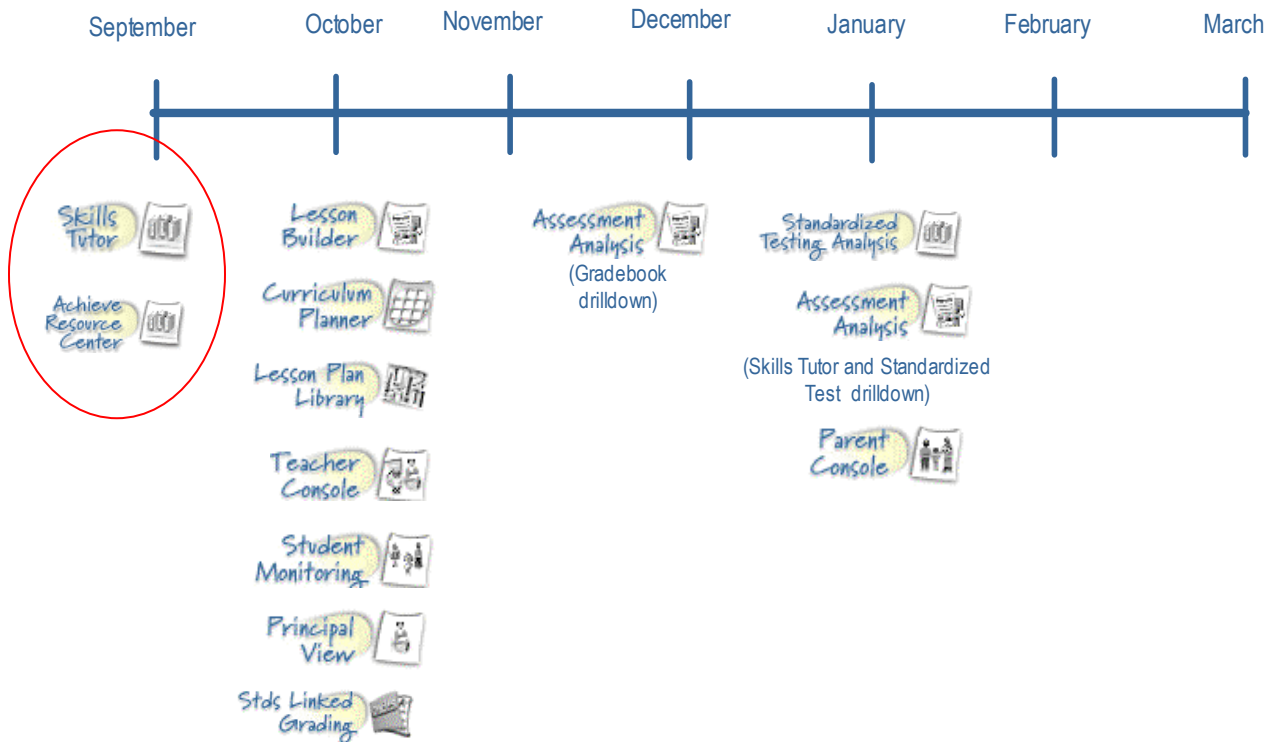
What Version? \_\_\_\_\_

## Part V: Responsibilities and Affirmation

Finally, Following the Leaders is a partnership. There is much your Following the Leaders partner is committed to doing for you, and we're excited about doing it. But like any true partnership, for Following the Leaders to be a success we need your excitement and commitment as well. So there are no surprises, this section outlines what we'll need for you to do to make Following the Leaders an unparalleled success in your school. We're asking for a signed commitment to make sure that this happens -- and don't worry, we'll sign, too. We're in this together.

### School Responsibilities

1. I understand that the following modules of Achieve 3.0 will be available to me and my teachers on the timeline articulated below. I understand that the on-site coach will be assigned to my school in early October and they will help me implement all modules from October forward. There are two modules that are very simple and do not require on-site training, Skills Tutor and the Achieve Resource Center, and I commit as a principal to implementing those two modules starting at the beginning of September. I understand that at least 50% of my teachers will have had to utilize Skills Tutor and the Achieve Resource Center (Resource Browser) for my school to continue with Following the Leaders beyond September 30<sup>th</sup>.



Signed \_\_\_\_\_

Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_

2. I understand that my ability to mobilize a leadership team the on-site project leader can work when s/he begins in early October is critical to Following the Leaders success in my school. All initiatives require a strong leadership team that can communicate the vision, instill enthusiasm and maintain the initiative's momentum. Supported and guided by an ACHIEVE Project Leader (an experienced teacher who works with 10-15 schools in a geographic area), my ALT will be comprised of the following members:

Description of ALT Member	Name of ALT Member at Your School
<b>Principal:</b> the ultimate champion for the initiative, can encourage, cajole and/or compel colleagues to make the most of ACHIEVE	<b>Name</b> _____ <b>Title</b> _____ <b>Email</b> _____
<b>Curriculum leader:</b> typically an assistant principal, curriculum coordinator or lead teacher, responsible for coaching colleagues on day-to-day issues with ACHIEVE	<b>Name</b> _____ <b>Title</b> _____ <b>Email</b> _____
<b>Set-Up coordinator:</b> responsible for setting up and customizing ACHIEVE for the school (setting up class rosters, modifying system settings)	<b>Name</b> _____ <b>Title</b> _____ <b>Email</b> _____
<b>Technical contact:</b> responsible for troubleshooting school's technical infrastructure to maximize performance of ACHIEVE; may be someone as district level	<b>Name</b> _____ <b>Title</b> _____ <b>Email</b> _____

The leadership team listed above is one that I have confidence in. I understand I will receive instructions for how to access the Achieve 3.0 E-briefing when my school is selected on August 30<sup>th</sup> and will ensure that each ALT member goes through the on-line Achieve 3.0 Vision E-briefing (approximately 45 minutes long) by September 16<sup>th</sup>. I understand that all four of the aforementioned team members need to have completed the E-briefing by September 16<sup>th</sup> for my school to continue with Following the Leaders beyond September 30<sup>th</sup>.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_

3. I understand that initial set-up work needs to be done between September 16<sup>th</sup> and September 30<sup>th</sup> and that on September 16<sup>th</sup> my school will be given access to Achieve 3.0's set-up wizard. I will be responsible for making sure that my school is fully 'set-up' by September 30<sup>th</sup> and understand that it must be for my school to continue with Following the Leaders beyond September 30<sup>th</sup>.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_




4. I understand that part of the power of Achieve 3.0 is being able to communicate with parents. While it will take a while for my teachers to start using Achieve 3.0 regularly enough to have information useful to parents and as such, the expected launch of the parent console is not until January, I commit to sending a letter home to parents sharing the great news of our participation in the Following the Leaders program and letting them know in January they will be able to access information on-line to help them support their children in the home by September 30<sup>th</sup>. I understand that the boilerplate letter must be submitted to the state and to Project Achieve by September 30<sup>th</sup> in order for my school to continue with Following the Leaders beyond September 30<sup>th</sup>.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_

## FTL Partner Responsibilities

1. I understand that a school that implementing Achieve 3.0 will rely on timely delivery of modules of the application. As such, Project Achieve commits to delivering the following FTL modules to my school on the following dates:

 	<hr style="border: 1px solid black;"/> <p><b>September 1st</b></p>
	<hr style="border: 1px solid black;"/> <p><b>September 16<sup>th</sup></b></p>
   	<hr style="border: 1px solid black;"/>
 	<p><b>October 1<sup>st</sup></b></p>
 (Gradebook drilldown)	<hr style="border: 1px solid black;"/> <p><b>November 30<sup>th</sup></b></p>
  (Skills Tutor and Standardized Test drilldown)	 <hr style="border: 1px solid black;"/> <p><b>January 31<sup>st</sup></b></p>

## **Each module of Project Achieve is as described below:**

**Achieve Resource Center (“ARC”)** means PA’s proprietary online service for teachers and administrators to browse or search a library of third-party, public domain educational resources. Such educational resources accessible via the ARC have been reviewed, evaluated for quality and correlated to state academic standards. Functionality includes a resource finder, standards browser and a resource browser. With the resource finder, end users can perform web-based searches for educational resources based on the numerous criteria, including by not limited to: grade level, subject area, resource type, key words, intended audience, teaching method, learning style and grouping. Search results shall be sorted by relevance based on key words and shall display a description of and a link to third-party educational resources that meet the requested criteria. With the standards browser end users can locate web-based resources by state standard. Browse results shall display a description of and a link to educational resources that relate to a given state standard. With the resource browser. End users can locate web-based resources by subject and topics. Browse results shall display a description of and a link to educational resources that relate to a given subject area. When reviewing search results or browsing by subject and topic, users shall be able to see the relevant state standards that correlate to any resource so displayed.

**SkillsTutor.** Students can use 1,000 learning activities based on two decades of research and refinement supports the curriculum manager. Quickly identifies gaps in knowledge and assigns appropriate instructional content. Provides individual lesson plans for students of widely varying skill levels. Provides test practice with assessments that mirror state test and format. Content is aligned to all 50 states and major tests. Subjects include Reading, Math, Science, Algebra, Language, Writing, Information Skills, and Workforce Readiness Skills. Comes complete with standardized reporting for the administrator to measure progress.

**Set-Up Wizard (Administrator Console).** School administrators establish parameters and policies in Achieve specific to their school using the set-up wizard. The set-up wizard guides the administrator through the set-up process providing tips along the way. The set-up wizard provides default values such as course lists, assessment types, etc. that can be used as is or modified as necessary. A set-up guide can be printed and used to collect the information needed to establish Achieve.

**Lesson and Curriculum planner.** End users can write lesson plans, link those plans to relevant state standards (“Standards”) and store links to relevant educational content and assessments. When using the Curriculum Planner to write lesson plans, PA Software Suite will automatically recommend educational resources from the ARC to the end user, based on the learning concepts and skills covered in the lesson plan as identified by the end user. When using the Curriculum Planner to write lesson plans, PA Software Suite will automatically display the number of times a standard has been taught and students’ current mastery level of each standard for the standards covered by the lesson plan as identified by the end user. Data from curriculum planner is displayed on a daily, weekly or monthly basis. Based on data from curriculum planner, reports generating student-specific summary of the learning objectives and state standards to be covered in that student’s classes over a specified period of time can be run. Based on data from curriculum planner, end-users can run reports that tabulate how many times specific state standards have been taught to a given student, class or school. Also based on data from the curriculum planner, a report generating student-specific summary of the homework assignments to be assigned in that student’s classes over a specified period of time can be run.

**Lesson Plan Library.** End users can share the lessons they have created with their colleagues by putting them in the lesson plan library. The library is a central repository of lessons created by teachers at the school. Users can copy lessons from the library and use them as a basis for creating new lessons.

**Standards-Linked Gradebook.** End users can link relevant state standards to classroom assignments. End users can input qualitative and quantitative assessments of student performance, view summary calculations and report student performance in terms of traditional grades as well as achievement relative to the linked state standards. End users can store links to actual assessments and to student work allowing them to create student portfolios. Based on data gathered from the student gradebook, end users can run Standards Mastery Report that is an on-going tabulation of student performance on specific state standards by a student, class or school.

**Classroom Assessment Analysis Drilldown.** Users can view standards mastery results based on classroom assessment starting at the school level. Drill down capability is provided to allow the user to select a section and see the mastery results, and then continue drilling down to further levels of detail until viewing the individual student mastery.

**Teacher Console.** End users maintain their lesson plans and assessments in the teacher console. The teacher console provides calendar views for scheduled lesson plans and assessments. It provides a lesson builder and assessment builder. Reports are included that allow the user to monitor and analyze student progress towards standards mastery,

**Principal Console.** Principals have global access to final lessons and assessments through the principal console. Reports are included that allow the user to monitor the schools progress towards standards mastery.

**Standardized Testing Assessment Analysis Drilldown.** Users can view standardized test results starting at the school level. Drill down capability is provided to allow the user to select a section and see the test results, and then continue drilling down to further levels of detail until viewing the individual's test scores.

**Online Assessment Analysis (SkillsTutor) Drilldown.** Users can view online assessments starting at the school level. Drill down capability is provided to allow the user to select a section and see the assessment results, and then continue drilling down to further levels of detail until viewing the individual's assessment results.

**Parent/Student Console.** Parents can view data for their students that has been input by the students' teachers in other modules of the PA Software Suite, including homework assignments and grades.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_



2. I understand that as part of FTL, Project Achieve will be responsible for ensuring that every school will have a project leader assigned to it. Given the timeline for implementation in the schools, I commit that the project leader will officially begin his or her work in the state on or around October 1<sup>st</sup> and will work with the school throughout the school year in assisting in the implementation of Project Achieve. Given that a project leader will be working with cohorts of 10-15 schools, I understand that each FTL school will have approximately 20 to 25 hours worth of a project leaders time over the course of the school year to assist in implementation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printed Name and Title \_\_\_\_\_

**Agreed:**

**Following the Leaders Partner:**

**School Leader:**

\_\_\_\_\_  
Stacey Boyd  
President and CEO  
Project Achieve

\_\_\_\_\_  
Name  
Title  
School