<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>00</td>
<td>0.00</td>
<td>0.00</td>
<td>13,281.50</td>
<td>28,373.00</td>
<td>0.00</td>
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<td>41,654.50</td>
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<tr>
<td>Support Services</td>
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<td>0.00</td>
<td>0.00</td>
<td>28,373.00</td>
<td>0.00</td>
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<td>28,373.00</td>
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<tr>
<td>Governance/Admin</td>
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<tr>
<td>Prof Development</td>
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<td>0.00</td>
<td>0.00</td>
<td>4,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4,500.00</td>
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<tr>
<td>Family/Community</td>
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<td>0.00</td>
<td>0.00</td>
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<td>Safety</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Total</td>
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<td>0.00</td>
<td>0.00</td>
<td>4,500.00</td>
<td>13,281.50</td>
<td>28,373.00</td>
<td>0.00</td>
<td>46,154.50</td>
</tr>
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</table>

| Adjusted Allocation | 0.00 |
| Remaining | -46,154.50 |
The Principal provides direction and encouragement to all staff to improve student achievement. The books will be used to support lessons within the Literacy Collaborative framework. This framework is designed to enhance and improve student content and vocabulary knowledge. One of the Common Core Instructional Shifts is for students to have more experience with content-rich nonfiction. The Columbus City School District is implementing the Literacy Collaborative framework, which is a comprehensive school literacy program based on the work of early reading experts Dr. Irene Fountas and Dr. Gay Su Pinnell. One of the requirements of the Literacy Collaborative framework is that students and teachers must have access to a wide range of texts (literary, informational, and professional texts). The grant will be used to establish a school book and technology resource room. This resource room will be filled with sets of nonfiction books for grades K-3. Nonfiction books that provide connections to Common Core Math standards, an example would be Ten Black Dots, for kindergarten and first grade. The goal is to increase student achievement and improve aligning the instruction to Common Core/Ohio's New Learning Standards.

7. Partnership and consortia agreements and letters of support: (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

E) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an existing effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Appendix

Application

Columbus City School District (I03802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (389)

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

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: Oakland Elementary - Common Core Teacher Resources

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Establish a teacher book fund (1) 1) class sets of nonfiction books for grades K-3, 2) fiction and nonfiction books that provide connections to Common Core Math standards, an example would be Ten Black Dots, for kindergarten and first grade. The ultimate goal in instituting a resource room will be to increase our student achievement and improve alignment of instruction to Common Core/Ohio's New Learning Standards.

270. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:

First Name, last Name of contact for lead applicant: Shawyna Mcfadden
Organizational name of lead applicant: Columbus City Schools - Oakland Elementary
Unique Identifier (RN/Fed Tax ID): 043802 / Fed Tax ID:
Address of lead applicant: 5666 Oakmont Dr., Columbus, Ohio 43232
Phone Number of lead applicant: 614-365-5385
Email Address of lead applicant: smcfadden8967@columbus.k12.oh.us

5. Secondary applicant contact: Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Natisha Schaffer
Organizational name of secondary applicant: Columbus City Schools - Oakland Elementary
Unique Identifier (RN/Fed Tax ID): 043802
Address of secondary applicant: 5666 Oakmont Dr., Columbus, Ohio 43232
Phone number of secondary applicant: 614-365-5385
Email address of secondary applicant: nnschafer4330@columbus.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Not applicable

7. Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

Upload Grant Attachment

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Oakmont Elementary School's Principal, Math and Reading Common Core Instructional Teachers On Special Assignment (CCITs), and the Library Instructional Assistant will work together to establish a school book and technology resource room. The Principal provides direction and encouragement to all staff to improve student achievement. The CCITs work with Oakmont's staff to support the implementation of the Common Core State Standards. The CCITs also provide instructional planning and delivery of instruction that align with district initiatives and standards. The Library Instructional Assistant secures the school library, catalogs all resources, and supports teachers with the implementation of CCSS. The administrator has experience in implementing and monitoring several state and district initiatives. The Common Core Instructional TOSAs have experience in facilitating and supporting school implementation of the Common Core State Standards and instructional shifts required. Also, school leaders have experience in implementing the Ohio Improvement Process.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an existing effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Oakmont Elementary School lacks the resources to provide teachers with access to nonfiction and technology materials. One of the Common Core Instructional Shifts is for students to have more experience with content-rich nonfiction. The Columbus City School District is implementing the Literacy Collaborative framework. Literacy Collaborative is a comprehensive school literacy program based on the work of early reading experts Dr. Irene Fountas and Dr. Gay Su Pinnell. One of the requirements of the Literacy Collaborative framework is that students and teachers have access to a wide range of texts (literary, nonfiction, and professional texts). The grant will be used to establish a school book and technology resource room. This resource room will be filled with sets of nonfiction texts to support the Common Core's emphasis on nonfiction in the elementary grades. Books required for Literacy Collaborative, student and teacher books will also be ordered. The books will be used to support lessons within the Literacy Collaborative framework, thus supporting not only English and Language Arts but the math, social studies and science content areas. It is critical that our school have access to a wide selection of texts to support the requirements for the new learning standards and more importantly prepare our students for being literate in the 21st Century. "The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. "Part of the motivation behind the interdisciplinary approach to literacy promoted by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding." The Common Core State Standards We will require and iPad learning lab, 50 iPads, Apple TV, Mac computers, and an allotment of money to purchase educational apps and system needs. Students will use these to assist in reaching their literacy and math goals as well as assisting students' development and reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding." The Common Core State Standards We will require and iPad learning lab, 50 iPads, Apple TV, Mac computers, and an allotment of money to purchase educational apps and system needs. Students will use these to assist in reaching their literacy and math goals as well as assisting students' development and reading in college and workforce training programs.
**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:</td>
<td></td>
</tr>
<tr>
<td>a. Enter a project budget</td>
<td></td>
</tr>
<tr>
<td>b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.</td>
<td></td>
</tr>
<tr>
<td>c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.</td>
<td>N/A</td>
</tr>
<tr>
<td>14. What is the total cost for implementing the innovative project?</td>
<td>46,154.50 * Total project cost</td>
</tr>
<tr>
<td>15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.</td>
<td>0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)</td>
</tr>
<tr>
<td>16. Are there expected savings that may result from the implementation of the innovative project?</td>
<td>0.00 * Specific amount of expected savings (annual)</td>
</tr>
<tr>
<td>17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should detail the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.</td>
<td>The project is self-sustaining after this initial purchase. The ongoing costs are minimal for maintenance that can be absorbed into current general funds and Title I funds.</td>
</tr>
</tbody>
</table>

**D) IMPLEMENTATION - Timeline, communication and contingency planning**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.</td>
<td>Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entity.)</td>
</tr>
</tbody>
</table>

* Proposal Timeline Dates
  - Plan (MM/DD/YYYY): 01/03/2014
    * Narrative explanation
      - The plan for the first and second month will be to: -Purchase materials and service agreements -Letter to stakeholders indicating award and plan -Catalogue and secure materials -Professional development on best practices and instructional uses -Deliver policy and procedures for using materials -Use short-cycle assessment to measure baseline -Teacher survey -Use of materials and student behavior for baseline -Student survey -Student engagement, behavior
  - Implement (MM/DD/YYYY): 03/01/2014
    * Narrative explanation
      - For the months three through five implementation will take place by: -CCITs model and use co-teaching for effective implementation -Continued professional development and support -Provide to Apple and CCITs -Administrator monitors implementation and use -Stakeholders meet to discuss issues and make changes as needed -Use short-cycle assessments to monitor student achievement
      - Summative evaluation (MM/DD/YYYY): 06/01/2014
        * Narrative explanation
          - By the sixth month a summative evaluation will be performed by -Short-cycle assessments to measure student achievement -Teacher and student surveys to measure progress in other school improvement goals and Project goals and appropriate and policy and procedure will be delivered to staff during professional development, staff meetings and in through e-mail. Parents and community members will be involved during parent meetings and through monthly newsletters. The parent consultant will work with parents and community to gain input, to report information about plan and evaluation information. Staff will have job-embedded support provided by CCITs and identified teacher leaders. The Building Leadership Team, groups of identified staff members, CCITs and administrators will work to seek additional grants and funds to support the development of Common Core Teacher Resources. Barriers - Some teachers do not have the technological skills required

**Research driven articles that support that content and vocabulary knowledge increase student achievement and prepare them for the increased rigors of the Common Core. In addition, the school improvement plan has an adult implementation indicator to fully implement short-cycle assessments; technology will enhance teachers and students abilities to fulfill this goal. Technology will improve teachers’ ability to assign standards based assessments, assess, quickly access results and item analysis of the standards based short-cycle assessments. A third goal on the school improvement plan is to address student behavior and school culture. Students that are actively engaged in new, age appropriate and instructionally relevant material will improve student behavior. Teachers that have access to appropriate and useful resources with support from CCITs will have time to focus on lesson development rather than search for resources outside of the school.**
19. Describe the expected changes to the institutional and/or organizational structure in your institution.

There are numerous expected changes, such as: increased student achievement - improved student engagement - increased student engagement - increased teacher and student motivation - increased student and teacher technology skills - increased effective utilization of data - improved quality of instruction - alignment of instruction to Common Core/Ohio’s New Learning Standards

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. 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.

Research shows the following for including more nonfiction texts - invite browsing, spark curiosity, and promote inquiry - create a sense of wonder by building on student interest in the natural world - provide students with authentic reading experiences that connect to their lives - motivate reluctant readers by engaging them with visual supports and attractive formats - expand background knowledge needed to understand the core content area concepts presented in textbooks - contribute to student mastery of content area standards - build vocabulary by introducing readers to content terms and academic language not often found in narrative texts - provide readers with exposure to a variety of text structures and features - develop critical reading skills and strategies while extending content area knowledge - prepare students for the future by contributing to the development of information literacy - research from Terrell A. Young, Professor Barbara Moss, Professor Linda Cornwell, Consultant Washington State University San Diego State University Literacy Connections Consulting "One reason reading nonfiction may be so important is that it helps students develop their background knowledge, which itself accounts for as much as 33 percent of the variance in student achievement (Marzano, 2000). Background knowledge becomes more crucial in the later elementary grades, as students begin to read more content-specific textbooks (Young, Moss, & Cornwell, 2007) that often include headings, graphs, charts, and other text elements not often found in the narrative fiction they encountered in the lower grades (Sanacore & Palumbo, 2009)." -ASCd Ed Leadership The following points are benefits and potential effects of iPads in the elementary school classroom - Saving paper - Speaking about saving, what about the earth not just money. Think of all the things you can save with the use of iPads, especially in the classroom. - Digital versions are a fraction of the cost and there are many free resources available. - Keeping their attention - With all the video games and technology students use at home, it's no wonder today's children are all about getting things done, especially with things that are interactive. A level of excitement and engagement that is hard to get from paper.

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

Yes

22. If so, how?

This plan would require following the same steps as laid out in this proposal. Here is the timeline and budget. See entire proposal for details. Plan 1st and 2nd month - Purchase materials and service agreements to provide - Labs 3-5 - Scholastic Brain Banks - $2,124.10 Scholastic Core Knowledge - $3,054.00 Scholastic Leveled Reader - $2,788.20 National Geographic WCL Big Book - $2060.50 Technology 1 Apple iPad Learning Lab - $7,059.00 includes 10 iPad 2 16GB Wi-Fi devices - Apple Care (service agreement) - a durable mobile cart capable of securing, storing, charging, and syncing up to 30 iPad devices. Content can be synced between a classroom Mac and multiple devices. The cart includes storage space for a notebook computer and can be locked to secure the devices when they’re not in use. 5 sets of 10 iPad 2 16GB Wi-Fi Devices - $18,950.00 Apple Care 2 Mac Book Pro's - $2364.00 Apple Care 2 Apple TV's - $256.00 Apple Care Educational System Services/Apps - $2,500.00 Services 2 Apple day workshop - $4,500.00 Miscellaneous Book boxes 10/12$28.88 - $268.80 Organizational materials - $200.00 binders - paper Estimated Total - $46,154.50 Letter to stakeholders indicating award and plan - Catalogue and secure materials - Professional Development on best practices and instructional uses - provided by Apple and CCITs - Deliver policy and procedures for using materials - Use short-cycle assessment to measure for baseline - Teacher survey - use of materials and student behavior for baseline - Student survey student engagement, behavior 3rd - 5th month Implement - CTT's model and use co-teaching for effective implementation - Continued professional development and support - provided by Apple and CCITs - Administrator monitors implementation and use - Stakeholders meet to discuss issues and make changes as needed - Use short-cycle assessments to monitor student achievement 6th month Summative Evaluation - Short-cycle assessments are measure student achievement - Teacher and student surveys to measure progress in other school improvement goal areas Plan for communication Project goals and appropriate policy and procedure will be delivered to staff during professional development, staff meetings and in through email. Parents and community members will be involved during parent meetings and through monthly newsletters. The plan will be communicated to parents and community members by providing these newsletters. The staff will have job-embedded support provided by CCITs and identified teacher leaders. A group of identified staff members, CCITs and administrators will work to seek additional grants and funds to support the development of Common Core Teacher Resources. Barriers some teachers do not have the technological skills required to implement or feel comfortable implementing iPad learning labs. With the support of Apple, CCITs and teacher leaders we hope to overcome this barrier.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

15% increase in student achievement as measured by short-cycle assessments - increased student and teacher motivation as measured by student and teacher surveys - 20% decreased spending on paper as measured by budget - 15% decrease in PEAK (behavior) referrals as measured by number of referrals Above will be measured in accordance with timeline.

24. What are the specific benchmarks related to the fund goals identified in question 9 that 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.

Short term goal: Increase student achievement by 15% as measured by the OAA. Long term goal: Achieve an A on the Ohio State Report Card.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* 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 program’s progress).

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

15% increase in student achievement as measured by short-cycle assessments - increased student and teacher motivation as measured by student and teacher surveys - 20% decreased spending on paper as measured by budget - 15% decrease in PEAK (behavior) referrals as measured by number of referrals Summative Data The prior year's OAA will be used as benchmark baseline data. The following year's data, after a full year to fully implement, will provide post benchmark assessment data. Formative Assessment The goal for short-cycle assessment is to have 80% of students at proficient levels (75%). Baseline data will be taken prior to the implementation of requested grant using the OIP framework for collecting short-cycle assessment data in reading and in math. This baseline data will be in the form of grade level short-cycle post assessment data. The data will be synthesized into school wide data. This data is available monthly. The Building Leadership Team will look at this data to make sure we are meeting school improvement goals and thus we can measure effectiveness of our request (15% increase in student achievement). The data will be available by classroom; therefore, the BLT will be able to compare those classrooms using the resources with those that are not. The BLT will be able to use this formative data to see if classrooms using the resources are seeing increased gains compared to those that are not implementing the resources. This will also allow the BLT to determine if changes need to be made to the project or additional support or professional development is needed. As stated in the timeline Plan 1st and 2nd month - Use short-cycle assessment to measure for baseline - Teacher survey - use of materials and student behavior for baseline - Student survey student engagement and behavior 3rd - 5th month Implement - Use short-cycle assessments to monitor student achievement 6th month Summative Evaluation - Short-cycle assessments to measure student achievement - Teacher and student surveys to measure progress in other school improvement goal areas Monthly continue to monitor student achievement

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/ororganization and today’s date.

Accept Shwamna McAadden Principal Oakmont Elementary Columbus City Schools 10/23/2013