

Budget

Columbus City School District (043802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (391)

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	9,000.00	3,000.00	0.00	0.00	12,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	9,000.00	3,000.00	0.00	0.00	12,000.00
Adjusted Allocation								0.00
Remaining								-12,000.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Ecole Kenwood French Immersion K-6 - Global Competence: Preparing our Youth to Engage with the World

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.

Ecole Kenwood French Immersion K-6's proposal seeks to increase the global competency of our students by increasing their French language literacy skills while providing a personal, cultural connection to the greater world. This will be achieved by acquiring a variety of French leveled readers, as well as providing 3 French-speaking interns from around the world to serve as 'visiting instructional assistants' for our full immersion grade levels (K-2). Our program continually seeks ways to open the door to other cultures and help our students understand and appreciate people from other countries. The goals that will be reached through this proposal include: student achievement, spending reductions in the five-year fiscal forecast and the utilization of a greater share of resources in the classroom. Student achievement - The French leveled readers will allow our K-2 teachers to provide more explicit, guided French literacy instruction in small groups, filling in some learning gaps that may occur early on in the language acquisition process. As we currently work with The Ohio State University to implement the Literacy Collaborative model, we conducted a needs assessment that reinforced our lack of current, quality French reading materials. We lack the funding needed to purchase the materials required to fully implement the Literacy Collaborative model. Spending reductions in the five-year fiscal forecast - Our proposal seeks funding for three Amity interns to work with our teachers and students in grades K-2 during the 2014-15 school year. Amity Institute's Educational Internship Program would provide us with French-speaking students and recent graduates from other countries who are preparing for careers in the educational field. Interns assist schools for up to 32 hours per week, at a miniscule cost of \$3,000 per intern for the entire school year (10 months). Utilization of a greater share of resources in the classroom - The plan is to use our interns to create a 'book room' with our French leveled readers, available to all teachers, but geared towards grades K-2. The interns will also work with students on projects related to their home countries, providing our children additional, real-life connections to Francophone countries around the world. Our interns will be available to assist and support our teachers, allowing for more individualized instruction to take place within the classroom. As a public school that is 100% lottery, our stakeholders are all committed to the French Immersion Model, which has traditionally resulted in significant student achievement: our school was rated 'Excellent' by the Ohio Department of Education in 2010-11 and in 2011-12. Our new 2012-13 report card included an 'A' rating for value added for all of our students. Despite being immersed in a second language, our students frequently outperform peers in traditional schools.

225 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Amara Toure
Organizational name of lead applicant: Ecole Kenwood French Immersion K-6, Columbus City Schools
Unique Identifier (IRN/Fed Tax ID): 043802/ Fed Tax ID#
Address of lead applicant: 3770 Shattuck Ave. Columbus, OH 43220
Phone Number of lead applicant: 614.365.5502
Email Address of lead applicant: atoure2541@columbus.k12.oh.us

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

First Name, last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Amity Institute - Intern Program 5030 Camino de la Siesta, Suite 206 San Diego, CA 92108 Phone: 619.222.7000 Email: MAIL@AMITY.ORG Website: http://www.amity.org/new-cultural-exchange-page
Cheneliere Education 5800, Rue Saint-Denis Bureau 900 Montreal, Quebec H2S 3L5 Phone: 800-565-5531 Website: http://www.cheneliere.ca

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.

* 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.

UploadGrantApplicationAttachment.aspx

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.

The individuals responsible for the implementation of this project will include Amara Toure, building principal and various school staff and families that have yet to be specifically identified, but are willing to assist as needed. Several host families have already volunteered to house the interns. Successful implementation will require an Amity intern coordinator at our site, which will be a responsibility shared by the building principal and the person who will be our parent consultant at the time that the project begins. The book room's development will be supervised by Pascale Scoyez, our reading coach. As members of a unique Immersion program, we are used to innovation similar to what is being proposed: we hired a teacher this year through the Ohio Department of Education and the Spanish Ministry of Education's Visiting Teacher Program to teach French to our 1st graders. Her most recent work had been in France, where she taught French to students in a private school in Paris for 4 years. We had families that hosted her, helped her find an apartment and eased her transition to a new country. Our school community is very collaborative in nature and will be eager to work with Francophone interns. Much of our staff, including the principal, was born in Francophone countries in Europe and Africa.

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 effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Ecole Kenwood French Immersion K-6's proposal will innovatively add a strong cultural component to our program through the Amity Institute's Intern Program, while boosting the French literacy skills of our K-2 students through the acquisition of French leveled texts for small group instruction. Foreign language immersion programs are rare and already innovative in many aspects: according to the Thomas B. Fordham Institute, a mere three percent of Ohio's K-5 students were enrolled in foreign language classes in 2007. Most of Ohio's students have little or no exposure to a language other than English until high school, by which time their ability acquire new languages is significantly reduced. We firmly believe that being multi-lingual will provide our students with more options as they progress through their

educations and careers. French is the 1st or 2nd language in more than 55 countries, spoken by over 250 million people, and is one of the working languages for organizations such as the United Nations and Olympic Games. The strong cultural component we are seeking to add to our school would come through the Intern Cultural Exchange Program through the Amity Institute. I was fortunate enough to visit Etoile du Nord, a French Immersion School in St. Paul, MN, where I was able to see these interns in action. The Amity Institute (www.amity.org/new-cultural-exchange-page/) searches for French-speaking education majors from around the world to come and work in schools such as ours in the USA. According to Amity, there are approximately eighty schools throughout the country that participate in the intern exchange program - zero in Ohio. Amity interns bring their own languages and culture to life, engage and motivate students, and leave them with new confidence in their ability to communicate across borders. Participants inform and inspire, helping students to better understand other parts of the world. They also help shape the local community's perspective on their country, its culture and people. At the same time, interns learn about U.S. culture and gain a deeper understanding of their own. We would like to acquire 3 interns (1 each for grades K-2) for the 2014-15 school year, during which we would come up with a plan for continued funding - through district funds, our PTO, other grants and/or fundraising efforts. The interns come at a cost of \$3,000 dollars each for the entire year (32 hours a week in school). \$1,500 of that is in administrative fees paid to Amity, the remaining \$1,500 would be paid over 10 months to the intern as a stipend (\$150 a month per intern). Three interns would cost \$9,000, a wonderfully inexpensive way to add valuable, culture-rich human resources to our French language program. In comparison, our district Human Resources Department shared that Instructional Assistants typically cost \$30,000 per position (\$20,000 salary, \$10,000 fringes). Having Amity interns serve as Instructional Assistants would result in a savings of \$27,000 per intern. The educational resources we are seeking are the Cheneliere Education Company's French leveled readers. As we implement the Literacy Collaborative Model in grades K-2, these are severely needed for effective guided reading instruction. We have conducted a literacy needs assessment with the help of the Ohio State University's Literacy Collaborative trainers, including a visiting one from a French Immersion School in Canada. The consensus was that our teachers and students needed a variety of French (fiction and non-fiction) leveled readers, which are available and are approved by the Literacy Collaborative model. The books will be shared by K-2 teachers via a book room, managed by the interns under the guidance of our reading coach. Currently, our teachers rely on outdated sets of books, teacher created texts or photocopied passages from a variety of sources. It is extremely difficult for us to allocate the resources we need in French. We

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student achievement - The French leveled readers will allow our K-2 teachers to provide more explicit, guided French literacy instruction in small groups, filling in some learning gaps that may occur early on in the language acquisition process. As our students acquire stronger French literacy skills, they will also eventually develop stronger English literacy skills, as extensive research on second language immersion has demonstrated. In parallel with the Ohio Department of Education's Third Grade Reading Guarantee, these leveled readers will also allow our teachers to better track the progress of each student's French literacy abilities, using Marie Clay's 'Observation Survey' assessment model - which is Literacy Collaborative approved. This additional data source will allow for more individualized literacy interventions in grades K-2. Our 3rd Grade students were 84.8% proficient on the Reading OAA, and our 8th graders were 94.1% proficient. Our immersion model has proven to be highly effective: our students' literacy is enhanced by being fully immersed in a foreign language in grades K-2. Exposure to people from around the world will increase our students' global competency: a geographic awareness, along with a deeper understanding of other cultures and appreciation of the differences that exist among humans. This is a benefit that is difficult to measure, but is increasingly important as our world becomes more connected. Spending reductions in the five-year fiscal forecast - Our proposal seeks funding for three Amity interns to work with our teachers and students in grades K-2 for two years (2014-15, 2015-16). Interns assist schools for up to 32 hours per week, at a minuscule cost of \$3,000 per intern for the entire school year (10 months). The total cost of having 3 interns is \$9,000 per year, whereas hiring Columbus City Schools' Instructional Assistants (who provide similar services that the interns will be providing) would cost \$90,000 over the year. There will be a potential savings of \$81,000 on human resources, plus an additional \$3,000 in books = \$84,000 in potential savings to the district and school. Utilization of a greater share of resources in the classroom - The plan is to use our interns to create a 'book room' with our French leveled readers, available to all teachers, but geared towards grades K-2. The interns will also work with students on projects related to their home countries, providing our children additional, real-life connections to Francophone countries around the world. Our interns will be available to assist and support our teachers, allowing for more individualized instruction to take place within the classroom.

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

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:

a. Enter a project budget

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.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

14. What is the total cost for implementing the innovative project?

12,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The total cost will be \$12,000: \$3,000 per Amity intern x 3 interns = \$9,000 and \$1,000 in leveled books per grade level x 3 grade levels (K-2) = \$3,000. * The \$3,000 per intern includes \$1,500 in Administrative fees paid to Amity Institute and \$1,500 in living expenses/stipend for the interns

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.

9,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Amity Interns: We will review the impact that the Interns have had on our program to determine whether or not we will continue to host them. In anticipation that we will want to continue hosting them, we are already planning on requesting funds from our school district or finding other sources to help fund interns - including other grants, PTO fundraisers and any other opportunities for funds that our school's Grant Writing and Fundraising Committee discovers. Cheneliere Education French Leveled Readers: There should be no recurring costs associated with the books. If/when books are lost or damaged, we will replace them with funds from the school's budget as needed. Amity Interns: Cost per intern - \$3,000 (includes \$1,500 administrative fee paid to Amity, and \$150/month stipend for 10 months paid to intern) Funding for 3 interns: \$9,000 per year.

16. Are there **expected savings** that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

As this proposal is not currently in place at our school, it is not being funded - so there will be no actual savings.

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 provide details on 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.

The leveled French Readers we are requesting will be self-sustaining in that the book room they will be stored in will be maintained and shared by teachers at no additional cost to the school. In the past, our school has had to spend more than traditional schools on supplemental materials: textbooks, software and other materials in French that are not provided to us by our district. Having the grant awarded to us will allow us to purchase these needed materials at no cost, providing us the opportunity to spend that money on needed Professional Development for teachers - or additional educational resources our program would benefit from. The self-sustaining aspect to acquiring interns is a bit trickier. It is our firm belief that once these interns are in our building working with staff and students, our district will be made aware of their positive cultural and educational contributions to our unique program - and that may lead to some funding through an 'Innovative Programs Fund' that our district is developing. We also anticipate our Parent-Teacher Organization (PTO) will help us acquire funds to pay for future interns once they see the value of having them in our building. We will do whatever is needed to fund a minimum of 3 Amity Interns at our building in the early, full immersion grades (K-2), on a yearly basis.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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.

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 entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/08/2014

* Narrative explanation

When we return from winter break, we will reach out to several of our families that have previously volunteered to host interns. Expectations for host families will be shared, and perhaps a plan to rotate interns between families every semester. I will be in contact with the Amity Institute as potential intern candidates are identified and screened. At this time, we will also begin collaboration with K-2 teachers to determine the sets of leveled readers we will be purchasing. We will devise a plan to share resources via a new 'book room' while ensuring we have a wide range of levels to address all of our students' French literacy needs. The goal is to have our books in the building by the end of January.

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

Once our books are received, we will begin organizing our book room. The Building Leadership Team will also devise duties for the interns in regard to maintaining the book room - organizing books by reading level, content and devising a way to track which books have been checked out by whom (clothes pins with room numbers, check out-list?). At this time, our Building Leadership Team will also discuss how best to schedule the interns' 32 hours per week, and to create a schedule that allows the interns to rotate between classrooms. We will also discuss what tasks can be appropriately assigned to interns.

Summative evaluation (MM/DD/YYYY): 06/01/2014

* Narrative explanation

At the conclusion of the school year, we will conduct a staff survey of teachers in grades K-2 to determine the added value the books brought to the school. Our Building Leadership Team will look at reading level gains by our students and begin to hold conversations centered around the academic and cultural impact interns can have on our students. We will communicate with other Amity schools to hear their experiences and suggestions for utilizing the interns. We will be selecting potential interns at or by this time, and will make the payments to Amity. We will also be searching future funding sources with the intent of continuing the Amity Intern program beyond 2014-15, and will make future decisions based on the amount of funds we can acquire.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The changes will include more individualized instruction in all content areas for grade K-2, including French Literacy instruction with the leveled readers purchased as part of this grant. Having 3 interns available to assist in monitoring students in grades K-2 will allow teachers to plan more supervised, guided small group work - allowing for more consistent intervention and/or enrichment time based on our students' needs. The interns will also help manage our new 'book room' which will allow our students to independently read a variety of books (fiction, non-fiction) at an appropriate level - helping to scaffold their French language/literacy development. Teachers will share the resources in the book room as they work with small guided reading groups within their classrooms. Our reading coach will be helping oversee this process as we implement the Literacy Collaborative model with support from the Ohio State University.

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.

From the Asia Society's website (asiasociety.org): "Without question, the issue investigated most often in research on language immersion education is students' ability to perform academically on standardized tests administered in English. This question emerges again and again in direct response to stakeholder concerns that development of a language other than English may jeopardize basic schooling goals, high levels of oral and written communication skills in English, and grade-appropriate academic achievement. The research response to this question is longstanding and consistent: English-proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math." Ecole Kenwood is an example of the impact language immersion can have on our student achievement. Our student population is very representative of the large, urban district that Columbus City Schools is. With a diverse group of students (58% African American, 30% White/Non-Hispanic, 4% Latino), including 62.9% that are economically disadvantaged (as of Oct. 2011 data) our achievement resulted in us being one of 5 CCS elementary schools in 2011-12 to be rated 'Excellent', which was our second consecutive year with that rating. Our Immersion program has proven to be successful and attractive to the community - we have waiting lists every year, and have begun to expand our program. This is our first year with 3 Kindergarten classes - we typically have two. We are building up our student population as we prepare to enter a new building in 2016-17, built for 550 students. We currently have approximately 330 students. Also from the Asia Society's website regarding challenges facing Immersion programs: "...the search begins for developmentally appropriate curriculum, materials, and resources that meet local district and state standards." This illustrates our need to acquire leveled readers for our students. We have had to spend more than traditional schools on materials, since we are not allocated materials in French the way other schools are allocated materials in English. This grant would provide us with valuable reading materials that we typically have to purchase from our school budget, saving us \$3,000 that can be used for teacher training, language software or other educational opportunities including field trips and cultural arts performances at our school. The books will be a valuable resource that will be shared by teachers in K-2, and used to assess our students' early French language development, through the use of Marie Clay's 'Observation Survey' assessment - part of the Literacy Collaborative model we are implementing in Columbus City Schools.

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

Yes

No

22. If so, how?

Many schools throughout Ohio already have leveled books that are kept in book rooms for staff to share as they lead guided reading groups, or simply have them available for students to read independently. That is easily replicated. Our school would be the first in Ohio to participate in Amity Institute's Intern Cultural Exchange. I first saw these interns during a visit to a French Immersion School in St. Paul, MN: Etoile du Nord K-6. Every person I spoke to at the school had high praise for the Intern program - teachers and parents were ecstatic to have qualified assistants that spoke French fluently while bringing a cultural richness to their school. This type of exchange program can only be replicated if the school community has viable host families available to host these interns. Schools would also need a person designated as the 'Intern Coordinator', a person that would help interns as they transition to a new culture and country and get acclimated to our school routines/expectations. Additionally, schools would need \$3,000 per intern to cover the associated costs.

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

This proposal will impact our school community in several ways. Our school community is eager to add diversity to our staff. Amity Interns will expose our students to various versions of French (African, European, Haitian, Creole), will bring their culture to life, engage and motivate students, and leave them with new confidence in their ability to communicate across borders with respect and understanding. Participants inform and inspire, helping students to better comprehend other parts of the world. Amity Interns will hopefully open our students' eyes to the possibilities of living and working overseas. Having the language skills is one aspect to global competency, but we hope to foster an intrinsic motivation to want to explore the world, and not just Francophone countries!

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.

Our goal of instilling global competence, and preparing our youth to engage with the world is not easily benchmarked. We hope to add diversity to our staff through the Amity interns that will come to us from around the world, which will add to our students' cultural understanding and appreciation of people that may be different from them. There are some surveys we are looking for that may measure our students' attitudes towards diversity before and after our Interns arrive. Specific benchmarks we aim to achieve in 5 years include: Student achievement: increased second language (French) fluency: reading, writing, speaking and listening. This will be measured by using Marie Clay's 'Observation Survey' literacy assessment with our French leveled readers, as well as teacher-created oral assessments. Spending reductions: This grant will save us considerable funds that are typically spent from our school budget. Out interns/instructional assistants will come at a cost of \$3,000, whereas typical district Instructional Assistants come at a cost of \$30,000, a savings of \$27,000 per intern. Utilization of a greater share of resources: Having interns available to assist teachers, as well as a variety of reading materials will allow us to provide more individualized instruction to students. Teachers will be able to work with small groups more easily with leveled books that have not been available to them in the past, while having interns available to supervise and/or work with other small or large groups of students.

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.

Throughout the year, our Building Leadership team will discuss the progress of the interns and the utility of the books we have purchased. Included in those conversations will be the progress of student achievement related to French language development in accordance to the grade level language goals our staff developed through the Federal Foreign Language Assistance Program (FLAP grant) we received in 2011-12. At the conclusion of the 2014-15 school year, we will conduct a staff survey of teachers in grades K-2 to determine the added value the interns brought to the school. We will look at reading level gains by our students and hold conversations centered around the academic and cultural impact interns had on our students. We will also survey impacted parents in grades K-2 to get their feedback about the interns, as well as teachers in grade levels without interns to see if it is something they would like to see expanded at our school. Interns will be surveyed to determine ways to improve our hosting program. Our student achievement, specifically early French language development, will be assessed through the use of Marie Clay's 'Observation Survey' assessment - part of the Literacy Collaborative model we are implementing in Columbus City Schools. It utilizes 'running records' of student readings of appropriately leveled-text to determine the best level suited to scaffold their reading skills. Teachers will use that data to adjust their practices according to students' French language needs. If the Amity Intern exchange is not a program we would like to continue, we will look for other human resources from the community that can come in to assist our teachers (local college students studying French, local French-speaking community members/organizations, parent volunteers with some French proficiency). We will also look for other opportunities to acquire international exchange interns or teachers through other programs, including the French Ministry of Education. We will be getting feedback throughout the year from our K-2 teachers about the utility of the leveled readers - and if those are unsatisfactory, we will look for other book companies that provide similar materials.

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 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/or 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/organization and today's date.

I Accept Amara Toure Principal Ecole Kenwood French Immersion K-6 Columbus City Schools 10/23/2013