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Adjusted Allocation: 0.00
Remaining: -146,282.00
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: Building Leaders Today for Success Tomorrow!

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

What would be possible if every student in Gahanna schools was responsible; showed initiative, was creative, set and accomplished goals; resolved conflicts, solved problems, and respected diversity?

We will integrate two research-based models into one highly effective, systematic approach to empower our students as leaders in their school and community. Creating a student body focused on learning and leadership will maximize our resources and afford our instructional leaders time to focus on individual student growth and success.

1350 3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Scott Schmidt
Organizational name of lead applicant: Gahanna-Jefferson Public Schools
Unique Identifier (RIN/Fed Tax ID): 049961
Address of lead applicant: 160 S. Hamilton Road
Phone Number of lead applicant: 614-479-1313
Email Address of lead applicant: Schmidts@gjps.org

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

First Name, last name of contact for secondary applicant: Kathleen Erhard
Organizational name of secondary applicant: High Point Elementary Gahanna-Jefferson Schools
Unique Identifier (RIN/Fed Tax ID): 098392
Address of secondary applicant: 750 Venetian Way, Gahanna OH 43230
Phone number of secondary applicant: 614-478-5545
Email address of secondary applicant: erhardk@gjps.org

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

Roben Frentzel Jefferson Elementary- Gahanna Jefferson Public Schools 017939 136 Caspenter Rd, Gahanna, OH 43230 614-478-5560 frentzelr@gjps.org
Shea Reed Chapelfield Elementary- Gahanna Jefferson Public Schools 066868 280 Chapelfield Rd Gahanna, OH 43230 614-478-5575 reeds@gjps.org

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

* If 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.

Kathleen Muliowcyk-Erhard- 33 years in education; OSU graduate, BS 80' and MA 90', plus additional education; Masters in Curriculum and Instruction and Administration. Years of experience as a classroom teacher, gifted teacher, district curriculum/testing coordinator (2 districts), and elementary principal (25 years). Innovative projects: past successful grant writing/management; Educational GAP analysis for state of Ohio; Odyssey of the Mind Coordinator; national grant from HP for technology; early Reading Recovery research participant; Literacy Collaborative member, speaker at local and national conferences on school climate, management, and literacy. Roben Frentzel is completing her tenth year as principal of Jefferson Elementary and her twenty-seventh year in education. She has taught both at the elementary and middle school levels. She is a 1998 National Board Certified Teacher and has served as a PRAXIS III assessor and reviewer for the state of Ohio, as well as a Martha Holden Jennings Scholar. In 2002, she served as an Instructional Coach as part of the Quality Impact pilot project in the state of Ohio through the Center for Essential Schools. She has presented at various state and national conferences and had work featured in the Summer ASCD magazine in 2002. Shea Reed is currently the principal at Chapelfield Elementary. This is her third year at Chapelfield. Previously, she served the Columbus City school district as principal at Cedarwood Elementary for seven years. During her time at Cedarwood, Mrs. Reed implemented the Project Adventure program. The Project Adventure model is a student-centered approach to education aimed at allowing students to become more actively involved in their own learning. This innovative program supports teachers in creating classrooms where trust, respect, fun and constructive risk-taking are the norms. Students are exposed to team building and cooperative learning activities that are rarely seen in typical elementary schools. During her seven years as the building leader, Mrs. Reed proudly maintained this program with no additional local or state funding support. Mrs. Reed has served as mentor to beginning principals through the Leadership Intern program in Columbus City Schools. In 2010, she was nominated by her staff and received the Ingram Award for excellence in school leadership.

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.
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.

With the new requirements for administrators to successfully complete the new teacher evaluation system recent discussions have focused on the need for additional support. We are currently discussing adding additional guidance or assistant principal support at the elementary level to support student discipline needs and allow principals to complete the teacher evaluation process. This would increase future spending by $120,000 however this is not part of our current five-year forecast.

14. What is the total cost for implementing the innovative project?
146,282.00 * 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, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

See below for detail budget. District will provide substitute funding and local education foundation and PTOs will provide additional student materials and ongoing support. Vision Session - $31,600

Item Amount Consultant $7,500 Travel (Estimate) $1,205 75892 - Leader in - book $1000 The Teacher in Me Coaching (Yearly) $13,200 TLIM Online $5,700 Vision Participant Manual $3,000 

Habits Signature & Student Materials - $49,692 Consultant $22,260 Travel (Estimate) $1,600 Participant Manual Participant $13,950 Activity Guides $5,000 Teacher Education $1795.00 Habits of Happy Kids Books $1,200 $1,200 Implementing Happiness Posters $300

Habits of Happy Kids - posters $225 $755 7 Habits Tree Poster $900 7 Habits of Happy Kids - handout $275 $755 Implementation Training - $10,500 Consultant $7,500 Travel (Estimate) $1,200 Implementation Guides $1,800 Lighthouse Team Level I - Culture Training - $9,840 Consultant $7,500 Travel (Estimate) $1,200 Lighthouse Team Training Participant Kit $7,500

Habits Signature/Families Certification - $9,200 Consultant $15,500 Travel (Estimate) $1,400 Program DVD $900 $175 Habits Families Facilitator Kit $2550 $7 Habits Signature Facilitator Kit $5,100 Implementation Training Level II - Empowerment Day - $15,500 Consultant $7,500 Travel (Estimate) $1,200 Implementation Guides $1,800 Lighthouse Team Level II - Achieving School wide Goals - $9,200 Consultant $7,500 Lighthouse Kit $1,710 TOTAL - $146,282

15. What are new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
15,000.00 * 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 costs and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

$15,000 a year approximate annual costs which would include intellectual property license for The Leader In Me, Online access to The Leader In Me and ongoing leadership in me coaching.

16. Are there expected savings that may result from the implementation of the innovative project?
120,000.00 * 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.)

There are expected saving in two areas which are both related to increasing students' time on task and leadership abilities while decreasing behavioral concerns. Students are continuing to rise and take more of the teachers' and principals' time. With full implementation of the Leader In Me program, teachers will have more time to teach resulting in higher performance and less need for teacher aids. Principals will have less discipline issues to deal with and will have more time to be instructional leaders which would reduce the need for additional guidance staff or assistant principals at the elementary level.

We are currently discussing adding additional guidance or part time assistant principal support at the elementary level to support student discipline needs which should increase future spending by $120,000 or more a year. This program has the potential to eliminate the need for this cost additional to be incurred.

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.

Once the project is fully implemented there are several aspects that lend themselves to be self-sustaining. New staff members and new incoming students are trained by current students, once again expanding leadership opportunities. In addition the program has many community and business outreach opportunities. Other schools who have successfully implemented Leader In Me programs have seen individuals and businesses willing to sponsor not only the ongoing yearly cost but also provide resources and support above and beyond any financial needs. Each School Parent Teacher organization and the Gaithersburg-Jefferson Education Foundation will also work to support the funding needs required annually.

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 school 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) 01/15/2014

* Narrative explanation

In the spring and summer of 2014 all teachers, leaders and staff members will participate in professional learning around the 7 Habits: Leadership Days. 7 Habits book Study, and 3 days of training covering the 7 Habits. -Implementation: 1 day to help teachers/faculty immediately put TLIM to work in their schools. School staff members will determine how "we" they each will implement the process in their daily work; together, they form Action Teams and prioritize their first steps. -Capacity (Fall 2014): School and community leaders will work toward established Lighthouse criteria and certification. The Lighthouse Team guides the full implementation of TLIM and ensures the language of student leadership is modeled and integrated into instruction, curriculum, traditions, systems and the environment. -Coaching (Ongoing): National TLIM trainers will work with our schools and Lighthouse Teams to monitor and support the implementation over all four years of the project. Online resources and discussions groups, site visits to successful TLIM schools and ongoing professional learning will ensure full integration in each school. -Empowerment (Year 2+): National trainers will facilitate a final Empowerment Day in each school to help schools set school-wide goals and for sustainability. Schools will also become “Leadership Schools,” to be visited by other schools in the region.

Implement (MM/DD/YYYY) 01/15/2014

* Narrative explanation

Ongoing communication with students, staff, families and community. Program implementation includes including community leaders in the building regularly.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Building Leaders Today for Success Tomorrow will empower students starting in elementary school to become college and career ready leaders thus positively impacting the culture of their schools and community. By implementing this framework our students will have a common focus and language that will carry on throughout their elementary, middle, high school, and into college or into their lives as a whole. Our districts organizational practices will be focused around student leadership and responsibility, allowing for common language and higher expectations for all. Embedded instruction in leadership and behavioral skills will result in more time on task and commitment to higher levels of instruction. Students will come together as leaders no matter which elementary school or middle school they attend. The definition of student leadership is that adult, adult-to-student, and adult-to-adult and adult will be foundational grounded in positive and support language. The team approach will result in more emphasis of respect, high student achievement, and positive community relationships.

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.

Building Leaders Today for Success Tomorrow is based on The Leader In Me and PBIS which both have been successfully implemented in schools across the United States. The Leader In Me has a structured implementation and support system that yields specific gains in each of the identified goals of the program. -Preparation: A team of four from each school will attend the Leader In Me Symposium, a gathering of students, thought leaders, practitioners, and educators, keynoted by author Daniel Pink. This is a signature event that provides an inspiring, student-led introduction to the outcomes of the TLM process. Participants spend two days immersed in student leadership, touring TLM schools, and learning of their paradigm shift.

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

I Accept

22. If so, how?

Building Leaders Today for Success Tomorrow! program is based on the work of Steven Covey, The Leader In Me and PBIS. Other district could use the Covey model and support structure as well as PBIS to duplicate the program in their district.

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

The Leader In Me (TLM) and Positive Behavioral Interventions and Supports (PBIS) frameworks will develop a schoolhouse culture of student leadership that will empower and build capacity in our students to set goals and work toward them. The daily habits of goal-setting, teamwork, critical thinking, communication, creativity, and problem-solving will become just that: the everyday language and routine for kids across the entire school. A study by John Hopkins University found the culture of the schools studied was positively improved with student behavior seen as the key driver of that improvement. The strategies and language used by teachers and leaders in the building are easily learned and internalized, and it ensures that all children participate as leaders across the school. Students have reported an increased sense of order and security at the school building (Ross, 2010). Other impacts include reduced fear of failure when trying new things, the abilities of students to resolve conflicts as reported by teachers, parents and principals, and a consensus that learning is improving. While this approach has only been formalized in the past decade or so, early studies indicate student achievement has improved over time. The Leader In Me (TLM) works from the inside out. Rather than traditional extrinsic, student-focused behavioral programs, the TLM process begins with the adults in the building - all teachers, faculty, and administrators. They learn the 7 Habits through various training events and begin to live and model the habits in their own work and relationships. The 7 Habits become the common language for all adults and, in time, all children. The ubiquitous implementation of TLM and PBIS impacts schoolhouse systems, traditions, curriculum, instruction and environment, resulting in a visible transformation of the school culture. Initial implementation will occur in Year 1 with full integration completed through coaching and support in Years 2-4.

24. What are the specific benchmarks related to the fund goals identified in question 1 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.

We will implement Building Leaders Today for Success Tomorrow beginning with our elementary schools through school Action Teams of teachers, faculty/staff and principals. School Action Teams will provide ongoing support for new and existing staff in The Leader In Me and Positive Behavioral Interventions and Supports. In implementing Leaders Today for Success Tomorrow, we will achieve a collective goal: we will improve the overall success of students in each participating school. This will be measured through objective as well as subjective indicators for students participating in our project. We would anticipate that the program would continue to grow and be used at the middle and high school levels. When the Leaders Today for Success Tomorrow is fully implemented we would expect to see increase in Student achievement because students have a systematic and universal approach to setting goals and measuring progress towards meeting the goals. There is the potential for reduced spending for classroom aids and teacher evaluation support because of student achievement, improved behavior and a team of leaders both at the staff and student level. One would also expect a utilization of a greater share of resources in the classroom due to the professional development provided to teachers and the increased levels of student independence. The Building Leaders Today for Success Tomorrow naturally lends itself to focus on what matters most, knowing your students and insuring every student is provided with quality instruction to insure at least a year’s worth of growth.

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).

Building Leaders Today for Success Tomorrow strives to improve the overall success of students in each participating school and will be measured in the following five areas. 1-Increase the number of students who achieve each day on time at the elementary school building with a purpose for schooling (75% by Year 2; nearing 100% by Year 3) 2-Increase the number of students with improved feelings of belonging, sense of school as community, and sense of autonomy and influence (75% by Year 2; nearing 100% by Year 3) 3-Increase by 85% the number of teachers reporting increased positive behaviors in students (increased levels of confidence, collaboration, problem-solving, self-esteem; by 2016) 4-Students in identified targeted subgroups - will have greater gains as compared to more affluent peers, indicating the initiatives' mitigating affect for students in poverty on state and local assessments 5-Decrease the number of school discipline referrals to less than 3% of the school population Additional process objectives related to attendance, goal-setting, student leadership opportunities, and student-led conferences are all part of the Leader in Me and Positive Behavior Interventions and Supports programs. Measures: The Leader In Me assessments, surveys, leadership journal reviews, various selected/developed instruments (survey, observation; e.g., Annual teacher survey, School-level disciplinary data, state and local achievement assessments.

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.

Accept: Scott Schmidt, Gahanna-Jefferson Public Schools, 10/25/2013

* Narrative explanation

Building Leaders Today for Success Tomorrow strives to improve the overall success of students in each participating school and will be measured in the following five areas. 1-Increase the number of students who achieve each day on time at the elementary school building with a purpose for schooling (75% by Year 2; nearing 100% by Year 3) 2-Increase the number of students with improved feelings of belonging, sense of school as community, and sense of autonomy and influence (75% by Year 2; nearing 100% by Year 3) 3-Increase by 85% the number of teachers reporting increased positive behaviors in students (increased levels of confidence, collaboration, problem-solving, self-esteem; by 2016) 4-Students in identified targeted subgroups - will have greater gains as compared to more affluent peers, indicating the initiatives' mitigating affect for students in poverty on state and local assessments 5-Decrease the number of school discipline referrals to less than 3% of the school population Additional process objectives related to attendance, goal-setting, student leadership opportunities, and student-led conferences are all part of the Leader in Me and Positive Behavior Interventions and Supports programs. Measures: The Leader In Me assessments, surveys, leadership journal reviews, various selected/developed instruments (survey, observation; e.g., Annual teacher survey, School-level disciplinary data, state and local achievement assessments.