

Budget

Gahanna-Jefferson City (046961) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (463)

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	0.00	38,882.00	0.00	0.00	38,882.00
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	107,400.00	0.00	0.00	0.00	107,400.00
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	107,400.00	38,882.00	0.00	0.00	146,282.00
Adjusted Allocation								0.00
Remaining								-146,282.00

Application

Gahanna-Jefferson City (046961) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (463)

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 9 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 (IRN/Fed Tax ID): 046961

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 (IRN/Fed Tax ID): 098392

Address of secondary applicant: 700 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 (IRN/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 Carpenter Rd, Gahanna, OH 43230 614-478-5560 frentzelr@gjps.org
Shea Reed Chapelfield Elementary- Gahanna Jefferson Public Schools 005868 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).

* 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 Mulooly-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 or 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; Odessey 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 had 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.

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. Gahanna-Jefferson Schools will combine the efforts of our elementary schools to integrate the research based ideas within Positive Behavior Interventions and Supports (PBIS) and Stephen Covey's 7 Habits of Highly Effective People. We will develop a culture of student leadership and empowerment, helping students learn to be responsible for their own educational goals/outcomes and to see themselves as leaders. Supported by teachers, parents, a host of school, and community personnel, students will build new daily habits of goal-setting, teamwork, critical thinking, communication, creativity, and problem-solving; they will begin to see the relevance of what they are doing related to their career aspirations and begin accepting opportunities to identify and pursue areas of personal passion. As Michael Fullan, Canadian educational researcher for the Ontario Institute for Studies in Education states, "The research is clear: nothing motivates a child more than when learning is valued by schools and families/communities working together in partnership... These forms of involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention." PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The Leader in Me is an innovative school-wide model that increases teacher effectiveness, student and family engagement and academic achievement while preparing students to be leaders in the 21st century. By combining these two initiatives we will improve student achievement, reduce spending, and increase resources in the classroom. The Leader in Me is a whole school transformation model that acts like the operating system of a computer-it improves performance of all other programs. This model becomes the way schools do business; the language transfers to the home through the student and through family workshops. "One of the

foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, PBIS provides for a continuum of positive behavior support for all students within a school and is implemented in areas including the classroom and non-classroom settings. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. By equipping our students with leadership habits through consistent school-wide language and expectations, we are building Leaders Today for Success for Tomorrow.

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.

We must mitigate any existing cultures in our school buildings and communities that don't support high achievement for all students. After all, culture trumps everything. Or, as Dr. Peter Drucker (1909-2005) is credited with saying, "Culture eats strategy for breakfast." Part of the shift will occur as teachers begin seeing each and every student as a leader, recognizing each student's strengths and gifts, and then creating leadership opportunities for each. The school-wide PBIS process and Leader In Me emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fits within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. By developing integrated resources that align with PBIS and The Leader In Me, we will intentionally instruct students on the practices and procedures provide leadership opportunities and increase student engagement. These outcomes will increase time on task which has a direct correlation to student achievement. With increased student achievement principals will be able to direct resources diverted from remediation and discipline programs to the classroom to increase opportunities for students. Teachers and students from schools who have implemented similar programs indicate a reduction in discipline issues and an increase in morals which will allow us to maintain current staffing levels rather than increase behavioral and educational support personnel.

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, 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).

See below for detail budget. District will provide substitute funding and local education foundation and PTO's will provide additional student materials and ongoing support. Vision Session - \$31,600 Item Amount Consultant \$7,500 Travel (Estimate) \$1,200 75892 - Leader in Me - book \$1000 The Leader in Me Coaching (Yearly) \$13,200 TLIM Online \$5,700 Vision Participant Manual \$3,000 7 Habits Signature & Student Materials- \$49,692 Consultant \$22,500.00 Travel (Estimate) \$1,600.00 Participant Manual \$13,950.00 Activity Guides \$5,000.00 Teacher Editions \$1795.50 7 Habits of Happy Kids Books \$1035.00 7 Habits of Happy Kids - posters \$2245.50 7 Habits Tree Poster \$990.00 The 7 Habits of Happy Kids - board game \$576.00 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 \$1140 7 Habits Signature/Families Certification - \$24,950 Consultant \$15,000 Travel (Estimate) \$1,400 Program DVD \$900 7 Habits Families Facilitator Kit \$2550 7 Habits Signature Facilitator Kit \$5,100 Implementation Training Level II - Empowerment Day - \$10,500 Consultant \$7,500 Travel (Estimate) \$1,200 Implementation Guides \$1,800 Lighthouse Team Training Level II - Achieving School wide Goals - \$9,200 Consultant \$7,500 Lighthouse Kit \$1,710 TOTAL - \$146,282

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.

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 counts 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 website and ongoing Leader 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. Student discipline is 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 additional cost 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 Gahanna-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 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): 01/15/2014

* Narrative explanation

In the spring and summer of 2014 all school 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" 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.

Summative evaluation (MM/DD/YYYY): 05/01/2015

* 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 arrive 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.

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 impact 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-school, and high school years and 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 high levels of instruction. Students will come together as leaders no matter which elementary school or middle school they attend. The interactions student to student, student to adult, adult to student, and adult to adult will be foundationally grounded in positive and support leadership language. The team approach will result in more respect of diversity, high student achievement, and positive community relationships.

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.

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, keynote by author Daniel Pink. This is a signature event that provides an inspiring, student-led introduction to the outcomes of the TLIM process. Participants spend two days immersed in student leadership, touring TLIM schools, and learning of their paradigm shifts.

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

Yes

No

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 (TLIM) 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 ability 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(TLIM) works from the inside out. Rather than traditional extrinsic, student- focused behavioral programs, the TLIM process begins with the adults in the building - all teachers, faculty, staff 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 TLIM 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 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.

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 Behavior 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 years' 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).

* 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.

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 arrive 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.

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