

Budget

Pickerington Local (046896) - Fairfield County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (401)

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	22,966.00	0.00	0.00	22,966.00
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	45,000.00	0.00	0.00	0.00	45,000.00
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
<b>Total</b>		0.00	0.00	45,000.00	22,966.00	0.00	0.00	67,966.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-67,966.00

Application

Pickerington Local (046896) - Fairfield County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (401)

**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: Toll Gate Elementary Leaders of Peace

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.

The teachers and community at Toll Gate Elementary School are in the beginning stages of instituting a fundamental change that will positively impact the way we educate our students. We are working to be a "Leader In Me" school - which incorporates the teaching of the "7 Habits of Highly Effective People" for kids into the daily practices of every classroom. We want to maximize all students' potential and allow kids to claim ownership of their progress while helping students to identify and realize their dreams.

515 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Darren Drake

Organizational name of lead applicant: Toll Gate Elementary School

Unique Identifier (IRN/Fed Tax ID): 011370

Address of lead applicant: 12183 Toll Gate Road, Pickerington OH 43147

Phone Number of lead applicant: 614-834-6300

Email Address of lead applicant: darren\_drake@plsd.us

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

First Name, last Name of contact for secondary applicant: Kristi Motsch

Organizational name of secondary applicant: Toll Gate Elementary School

Unique Identifier (IRN/Fed Tax ID): 011370

Address of secondary applicant: 12183 Toll Gate Road, Pickerington OH 43147

Phone number of secondary applicant: 614-834-6300

Email address of secondary applicant: kristi\_motsch@plsd.us

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

N/A

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.

Toll Gate Elementary School has a team of staff leaders who are on the Light House Team, which is listed below. The Light House Team's primary job is to help guide the school towards implementation of "The Leader In Me". Each team member has done a book study and most have done a school visit to another Ohio school that is currently a "Leader In Me" school. Additionally, eight other staff members attended a "Leader in Me" school visit on October 17, 2013 with three parents/community members interested and excited to implement this program. Kristi Motsch - Principal Darren Drake - School Counselor Jayne Geers - School Instructional Coach Sherry Bentley - 4th Grade Jen Magistro - 4th Grade Tracey Gates - 3rd Grade Monica Lavelle - 2nd Grade Ann Lanier - 1st Grade Please note that in the Leader in Me book, one of the biggest hurdles to overcome is buy-in from the entire school staff. We did a survey during the spring of 2013, and there was overwhelming support for implementation. Not a single teacher was against implementing this change. I believe one of the main reasons for the teacher buy-in is our Lighthouse Team. We had a representative for every grade level, and they went back to their grade level teachers and explained how important and beneficial this program can be for students. It is exciting to have a school and community work together for positive change.

**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.

The staff at Toll Gate Elementary School (TGES) has prided themselves on developing innovative ways to instruct our students, & we have decided that teaching the "7 Habits for Kids" a program called "The Leader In Me (TLIM)" would benefit our students now & in the future. "TLIM" is based on Covey's core belief that the deepest human need is to be valued. Most of all these 7 Habits have been converted to address the needs of students, & the habits are broken down into language and lessons that students in grades K through 4 can understand. Grant money will be used initially to train all staff including support personnel, purchase materials like teaching aids, awareness materials for display, activities & games to practice & reinforce the 7 habits, & lastly the sustainability piece of future training including consumable materials, committees to support the program after the grant with community involvement. What are the results we expect to see as a result of the implementation of "TLIM" program? Through the instruction & implementation of these 7 habits, our students will receive an increased sense of personal value & self-esteem. Laying the foundations of the 7 habits will be demonstrated in students' readiness to meet the challenge of 21st century learning & take ownership of that learning, & increased awareness & commitment to their responsibility to their school & community. When students have internalized the 7 habits we will see citizens ready to take on the problems of the global workforce & the modern world. The plan to implement: Keeping with our dedication to this program we have already been proactive in initiating certain aspects of the program prior to being certified & trained. 1/2 of our faculty, staff, PTO, & some select parents have attended field trips to other schools already implementing this program. Our teaching staff has begun by creating their own materials for the classroom that showcase & discuss the 7 Habits and their meaning. The creation of data notebooks for our students so that they can record their plans & actions toward specific goals & educational behaviors is a first step in documenting & tracking progress. The notebooks are managed by the students, teachers & parents collaborate with students on their progress & goals on a daily, weekly & monthly basis. Leadership Lunches - Lunches where all students will get the opportunity to partake at least once & are guided by parents and professional leaders in our community who volunteer their time to discuss how these core beliefs and 7 Habits are utilized in their life & professional experience. TGES's Community Career Video Series - are 25 interviews of parents and community members including our Superintendent, Mr. Rob Walker. Multi-Grade Leadership Committees - Our vision is that this will be a multi-grade team of students who select such leadership teams like choir, art, ambassadors, morning news, historians as well as many more options. Our whole school passport program we believe is unique and special. During the first day of school each student was provided a TGES Leaders of Peace Passport. The main piece is that there is a page for each Habit of the Month with its definition. Leadership Badge is awarded daily to one student in each classroom who is displaying the habit of the month. The student chosen wears the badge and brings their passport to the office to get a stamp of our school logo. We

are proud of where we are in the process of teaching "TLIM" to the students. We know how important it is to have students take more of an active role in their own education. We also believe that taking these steps will also help students feel even more valued in the present and the future. However, we have a need to be professionally trained to increase our knowledge & resources to teach these valuable habits to the students. The more we know the better we can teach our future leaders here at TGES.

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 Leader In Me program will increase student achievement. It will aid students in becoming more organized, self-motivated, better at problem solving and increase ownership in goal setting and learning resulting in improved achievement scores. Data notebooks are being used for students to set goals and be able to track their progress. Data notebooks are making students more aware of and accountable for their own learning. "Students don't get told their grade, they know it" is a quote from a teacher in a case study from Johns Hopkins that is referenced in more detail in question 20 An anecdote from Toll Gate Elementary involved a first grader who learned about the word proactive and demonstrated it in a simple and creative way. The class was doing a cut and paste activity with certain vocabulary words, and he could not find his cut out of a car to paste on his sheet. He briefly looked for it and then decided to draw a new one to paste on the sheet. He did not distract the class or ask the teacher for a new sheet. In my opinion, he problem solved better than some adults I know. I do not think he would have done that without a lesson on being proactive. Recently, Toll Gate had three parents and eight staff members visit a school that has implemented The Leader in Me for several years. This school had the president of the Rotary Club as a speaker. His presentation focused on the fact that his business has to spend time and money training adults in the 7 habits. He pointed out that giving the students the same common language and the follow through while actually living the 7 habits would give the students a great advantage when they enter the workforce. The case study from Johns Hopkins states that, "Employers are worried about the work and personal life skills that are missing in many new entries to the workforce, such as skills for communicating, resolving conflicts, managing time, working in teams, etc. Local businesses spend substantial amounts of money on workforce development, and community leaders feel that incorporating these life and work skills into the elementary school curriculum could enhance their efforts. Students need to learn these soft skills early so they do become habits" Preparing students for college and career readiness, being prepared for the 21st century workforce and a global economy and citizenship are integral parts of what we are trying to accomplish at Toll Gate. Doing all this while providing the students an environment where they feel valued is what The Leader In Me program is all about and will greatly help us in this quest.

### 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.

Not Applicable - The Light House team will be able to train any new staff and we are working with our PTO to fundraise for materials. Plus once we become a Leader in Me School we can hold leadership days, which can bring in significant monies to aid in the continued improvements of our school.

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

67,966.00 \* 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 Leader in Me has sent Toll Gate Elementary an Investment Summary. There are 8 different training sessions. Vision Training - 1 day - Training and materials = \$11,411.30 7 Habits Signature & Student Materials - 3 days - \$16,750.86 Implementation Training - 1 day = \$4,644.95 Lighthouse Team Level I - Culture Training - 1 day = \$4,297.24 7 Habits Signature / Families Certification - 2 days - \$9,319.47 Implementation Training Level II - Empowerment Day - \$4,644.95 Lighthouse Team Training Level II - Achieving Schoolwide Goals - 1 day = \$4,297.24 Renewal of Resources Level II - = \$12,599.99 Total = 67,966.00

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.

0.00 \* 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.

This is a totally sustainable program. Since most of the money is going towards training there will not need to be more money coming in the future. It might take a couple of years for full implementation and training to occur, however the Light House team will be able to properly train any new personnel. The financial sustainability is strong - as the "Leader In Me" program is an upfront investment rather than on-going. The funds needed to train and implement are not reciprocal annually after Toll Gate is trained and certified. The Lighthouse team once trained will be able to further train any new staff. The materials such as posters and resource books will be assigned by classroom not by classroom teacher. The financial burden past that point is relatively small and has already had PTO sponsored events assigned specifically toward its sustainability. Additional fundraising events are also beginning that are centered around the ideals of the program. As expected funding is earned on these events, the PTO will then be able to reapply the other events to additional school needs.

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

1,000.00 \* 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.)

Cost-Savings to Toll Gate: The implementation of data books cuts the need many teachers have for record keeping and follow up on materials - In turn the one-on-one for these such things are lessened and do create less need for additional teaching support within the classrooms while one-on-ones are occurring. The progression for students learning to be more accountable and creating their own goals widely aids in the need for intervention or additional focused time. When students learn to prioritize, be proactive, and set their own plans they are more apt to do well, stay focused, and not need additional help. Leadership committees are not only a great way for students to balance education and fun, but like every other school the funding needed to support our "extras" such as music, art, library, physical education, etc is in decreasing. Such committees run by teachers, aids and volunteers will help close that gap. Lastly as a long-term effect there is cost savings to our community as our students are more prepared for college and the workforce with this strong habits, the cost needed for additional training is reduced and the ability to find careers more quickly as well as providing strong financial support for the students who become tax paying adults in the future will directly impact our schools and community in a positive way.

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.

Some funds have already been granted to us through our PTO that has allowed us to purchase some of these items and start our faculty and staff in the official "Leader In Me" training. It is our goal that through this grant we will begin training for Toll Gate Elementary in June 2014. A creation of staffing, training dates and times as well as coordination of the process has been marked out on a calendar with the Covey team. While the program is student lead, the communication, continued training, community involvement, and funding will all be lead by our Principal, School Counselor, Select Teachers, and the PTO. Monthly meetings enable this group to evaluate the program and make necessary adjustments for the future. Our School Counselor along with our Principal have been the primary driver in the development and implementation of the above already operational piece of the program. Our PTO is responsible for the handling of funds as well as the sustainability of the program funds through various already identified fundraising activities. This has allowed us the opportunity get a strong estimate as to the type of funding the program can continue to receive based on past success of these fundraisers. Community and parent involvement. A committee member is responsible for aiding in the communication of the program, its continued development, and tying the pieces together of the Habits with their schoolwork. Ex. Data notebooks and how their goals, logging or graphing time and results fits into the habit of being Proactive, setting a plan, and making certain activities a priority. There are various school communication outlets that this runs through, including school website. The largest contributor to this programs sustainability is its strong implementation that creates a culture within our school and community. With the schoolwork, parent involvement, and strong community awareness Toll Gate will be able to make this part of the daily lives of our children, families and staff. As the HABITS are understood and formed by just the 2014-2015 families and students the continuation of habits and the language of the program will innately continue on.

### 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): 03/05/2013

\* Narrative explanation

2013 - March 5th - 6th Darren Drake Attends "Leader In Me" conference 2013 - May 7th - Mrs. Motsch (Principal), Mrs. Gates (3rd), & Mrs. Lavelle (2nd) - Scioto Ridge - Visit 2013 - May 9th - Mrs. Motsch (Principal), Mrs. Magistro (4th) & Mrs. Lanier (1st) - Elementary Visit 2013 - May 29th Lighthouse Team Meeting 2013 - May 30th Staff Surveyed to move forward with implementation

Implement (MM/DD/YYYY): 06/01/2013

\* Narrative explanation

2013 - Summer - Change morning passport program to the 7 Habits Vocabulary 2013 - September - Constant communication with Nolan Marx (Regional Franklin Covey Consultant) 2013 - October 15th - TGES start a "7 Habits of Highly Effective Teens" book study (8 staff) 2013 - October 17th - 8 staff and 3 parents visit Benjamin Harrison Elementary 2013 - November 21st - Franklin Covey Representative will speak to staff about next step of implementation 7:45 AM Staff 6:30 PM Parents & Community 2014 - March 17th - 19th Leader In Me Symposium 2014 - Spring - Leadership Days (More staff visits) 2014 - Summer - Vision Training (1 day) 3 Day Training (Implementation)

Summative evaluation (MM/DD/YYYY): 08/01/2014

\* Narrative explanation

The plan will be to survey the staff, students, parents/community members before full implementation and after full implementation of "The Leader In Me". Questions on the survey would relate to student behavior, academics, classroom learning communities and opportunities for growth and improvement. We can also look at data from standardized testing like the Stanford, STAR and the OAA scores. If approved I would like to cordially invite any of the Straight A fund members to attend one of our Leadership Days, beginning in the Spring of 2015. In the future we would like to reach out to other schools that desire to become a Leader In Me school. We believe that the Leader in Me skills and habits teach what is best for all kids.

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

Since we haven't been trained yet it is difficult to predict all the changes that are going to occur. However, I can say we have seen small yet exciting changes already. Students are identifying certain behaviors that match the habits. They are quick to make statements like "That's being proactive". When our school counselor did a visit to a school he had the opportunity to ask students questions one on one and he was amazed at what he heard. "He had asked what was the biggest change from the year before to now?" and the girl replied, without teacher coaxing, that the students synergize and don't let anyone play by themselves. They also stated that acts of bullying have decreased. (true story from another school). Another positive change will be that the 7 habits vocabulary will be the same for a kindergartner through 4th grade. I have labeled and briefly explained each Habit. Habit 1: Be Proactive I am a responsible person. I take initiative. I choose my actions. I do the right thing without being asked, even when no one is looking. Habit 2: Begin with the End in Mind I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my school and contribute to my school's mission and vision, and look for ways to be a good citizen. Habit 3: Put First Things First I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized. Habit 4: Think Win-Win I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives. Habit 5: Seek First to Understand, Then to Be Understood I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking. Habit 6: Synergize I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than one of us alone. I am humble. Habit 7: Sharpen the Saw I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help others.

**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.

In January 2012, Steven Ross, Ph.D. & Mary Laurenzano from Johns Hopkins University completed a case study named "Implementation Quality and Outcomes of The Leader In Me (TLIM) Program: Case Studies at Two Diverse Elementary Schools". It studied two schools who are implementing The Leader In Me (TLIM). Below you will find a summary of the case studies from the teacher, principal, student, and parent /community perspectives of the program. Without question, the strongest consensus was that TLIM positively improved school climate. For the teachers & principals, the main contributors to climate changes were improved student behavior. Students were getting along better with others & resolving conflicts. Teachers, principals, & parents reported that there were fewer arguments, fights, disciplinary actions, & suspensions than in the past. Students reported feeling better equipped to respond in a positive way to conflicts. TLIM is designed to implement a school-wide transformation process to enhance students' life skills & workforce readiness. The foundation of the TLIM process is based on: (a) training by the developer (FranklinCovey) of the entire school staff in basic leadership principles, including Stephen Covey's The 7 Habits of Highly Effective People, (b) integration of TLIM concepts by teachers into classroom lessons, hall displays, & school-wide activities & systems for the purpose of fostering students' understanding, internalization, & application of the principles, and (c) transfer of the principles by students to their activities and communications at home & in the community. Reasons for implementing TLIM. As a continuation of responses from the teachers / principal, students & parent / community. Teacher Views - "Teachers seem to believe that this is helping to shape the future of their community, therefore teaching is more enjoyable." "It is easier [to teach] when the students take on more of the mundane classroom tasks." "When teachers learn to use the 7 Habits in their own lives, they are better people first & better teachers second." Data notebooks are making students more aware of & accountable for their own learning. One teacher said, "Students don't get told their grade, they know it." TLIM creates a common language, for the kids at school & in the business community. Student Views-Interestingly, both the student & teacher focus groups noted the benefits of TLIM for increasing students' self-motivation, organization, & personal accountability for completing homework & class assignments. Be proactive - "Because this one sums up all of the 7 Habits - do the right thing when no one is watching." "Win-win - "The world is not always fair, but this habit helps to get things done even when it is difficult." "Sharpen the saw - [it] provides balance, & if I take care of first things first, then I have more time to play." "Begin with the end in mind-I set goals to get good grades - I know what I need to do to go to college - I want to go to Duke." Parent/Community Views - High School instructional time is wasted because students don't know how to manage themselves in a learning environment. High school is probably too late for these habits to be introduced. - "Employers are worried about the work & personal life skills that are missing in many new entries to the workforce, such as skills for communicating, resolving conflicts, managing time, working in teams, etc. Local business spend substantial amounts of money on workforce development & community leaders felt that incorporating these life & work skills in to the elementary school curriculum could enhance their efforts. Students need to learn these soft skills early so they do become habits." - The potential of TLIM to have sustainability. As one community member put it, "the only ones(new initiatives) that stick are the ones that change the culture. You could tell from the beginning that this (TLIM) could do that, & it would have staying power."

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

Yes

No

22. If so, how?

Just as this program was brought to us by those schools currently implementing the "Leader In Me" program, Toll Gate Elementary School will then become another school that will stand as a model across the state so that others can learn and create within their own schools. We think the more schools that become a "Leader In Me" school the more popular it will be. We really want to emphasize that one of the biggest obstacles is teacher buy-in because it is a big change especially in delivery. We are proud of how our school and community rallied together toward implementation of this program.

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

How do we develop future leaders who are proactive in setting a plan that derives from the ultimate goal and create steps to get there? How about a child who is able to prioritize while still maintaining a balance? Lastly, What about developing our children to listen and evaluate their surroundings in order to not only understand, but to utilize that information to form avenues to be accepted, create situations that are positive for themselves as well as those around them, and create an interactive and involved environment? Would you say that children with these skills are better prepared for the world ahead of them? Are they better equipped to join the community, its workforce and its demands of the future? We do!!! Its our goal to develop these future leaders, prepare them by arming them with the necessary tools to excel in the future, and see results immediately through their educational standards and contributions to the community.

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 benchmarks and programs have been outlined in question 11, as well as 17. After being a certified Franklin Covey "Leader In Me" school we will be able to better identify additional activities that can be funded through our PTO. Changes to our 5-year plan can then be adjusted accordingly.

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.

The plan will be to survey the staff, students, parents/community members before full implementation and after full implementation of "The Leader In Me". Questions on the survey would relate to student behavior, academics, classroom learning communities and opportunities for growth and improvement. We will also look at data from standardized testing like the Stanford, STAR Enterprise Reading and Math, and the OAA scores. If approved, I would like to cordially invite any of the Straight A fund members to attend one of our Leadership Days, beginning in the Spring of 2015. In the future we would like to reach out to other schools that desire to become a Leader In Me school. We believe that the Leader in Me skills and habits teach what is best for all kids to help them learn and grow into quality students. As we implement the training and ongoing monitoring of student behaviors, we will modify any activities that yield lower than expected outcomes to more accurately address the desired academic and behavioral goals for students.

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. Cynthia Goldhaber, Lead Instructional Advisor, Pickerington Local Schools. October 24, 2013