

Budget

Pshtecin Public School (000743) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adjusted Allocation								0.00
Remaining								0.00

Application

Pschtec Public School (000743) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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: Intervention Reading and Math

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.

3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Cynthia Bronson

Organizational name of lead applicant: Pschtec Public School

Unique Identifier (IRN/Fed Tax ID): 000743

Address of lead applicant: 985 Mediterranean Ave. Columbus, Ohio 43229

Phone Number of lead applicant: 614-985-3428

Email Address of lead applicant: cbronson@pschtec.org

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

First Name, last Name of contact for secondary applicant: Sharon Shannon

Organizational name of secondary applicant: Pschtec Public School

Unique Identifier (IRN/Fed Tax ID): 000743

Address of secondary applicant: 985 Mediterranean Ave., Columbus, Ohio 43229

Phone number of secondary applicant: 614-985-3428

Email address of secondary applicant: sshannon@pschtec.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.

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.

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.

Pschtec's IEP students have been diagnosed with Learning Disabilities in reading and math, and have tested at remedial levels (i.e. 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grade) to address this matter the following proven reading and math programs will improve or resolve the problem: 1) Read[KT1] 180- A comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4-12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. A reading intervention program designed for student reading two or more years below grade-level, using individual and small group instruction, technology (e-books, instructional software and topic software compatible with i-pads) along with paperback books. The emphasis of this program is to build comprehension skills. Because this program does not specifically address phonemic awareness and multi-sensory instruction recommended for students with learning disabilities, these will be addressed in other programs below. 2) Assessments of Reading? (DAR?), Second Edition. Currently we have a need for reading assessments which will indicate individual diagnostic skill deficiencies. Two forms will be used to document student progress over time. Provides an assessment of individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, work analysis, oral reading accuracy and fluency, silent reading comprehension, spelling and word meaning. Ages 5- Adult. -Diagnose reading achievement at all levels with one classroom kit; -Identify areas of difficulty for struggling readers in 40 minutes or less; -Assess all five components of an effective Reading First program-phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension; -Use in: Title I, special education, adult literacy, or reading placement programs; -Aggregate and disaggregate student scores with DAR ScoringPro; Use the Interpretive Profile to synthesize information about individual student achievement; -Fluency rating is now a part of the Oral Reading test. 3) Rewards Reading Instruction: Secondary Grade Level. The program is specifically targeted for students with reading challenges at the secondary school level 6th grade above, with at least a 2.5 grade reading level. This fulfills the need for students with deficiencies in phonemic awareness and decoding. REWARDS? Intermediate and Secondary introduce students to a unique multisyllabic word reading strategy. This strategy, developed by Dr. Anita Archer, has been proven effective in helping students: -Break words into manageable, decodable chunks; -Read long words in content-area textbooks; -Read accurately, quickly and with confidence; -Increase oral and silent reading fluency; -Improve comprehension as decoding and fluency increase. 4) AGS Practical Math for Consumers. Basic math skills used in everyday situations-paying taxes, buying food, banking and investing, and managing a household helps students become wiser, more informed consumers. Often students in special education need direct instruction in both math and reading skills specific to living independently. The Ohio Department of Education has required that such assistance be provided to students with disabilities. These programs will be used as shared resources, and support students in special education in the inclusion classroom setting across all content areas.

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.

As a dropout-recovery school our student population, in grades 9-12th have math and reading scores ranging from 2nd grade to above 12th grade based on standardized testing. There is a strong need for academic supports to meet the learning needs of all students, particularly those with learning disabilities, including dyslexia or those who lack skills due major gaps in their educational instruction. Most of our students have negative attitudes and experiences with reading, with limited success. Fulfilling these needs will help meet our goal of student achievement and improvement in reading. This project will

address these needs, and complement all content areas in a cross curricular environment and in intervention services. Some of these project resources will be shared with the Language Arts department to supplement the free choice library. The strength of our current educational[KT 1] framework includes a blended learning component. The projects and products in this proposal, especially the Read 180 will complement and support this framework and help meet our goal of improving student achievement as well as the goal of sharing resources.

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.

A. Project Budget break down: Read 180 - \$45,000.00; headphones - \$89.00; DAR Reading Assessment - \$544.00; (A&B)REWARDS Reading Secondary - \$290.00; Social Studies - \$290.00; Science - \$290.00; AGS Practical Math for Consumers - \$399.99; Misc.&Shipping - \$500.00; Student Instructional supplies/incentives - \$1,200.00; Sustainability for year 2-3 - \$7,000.00; Staff Salary for Instruction (3 year) - \$60,000.00; Reading Paraprofessional (2year) - \$40,000.00. B. N/A C.

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

224,002.99 * 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).

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.

* 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.

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

* 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.)

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.

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):

* Narrative explanation

Implement (MM/DD/YYYY):

* Narrative explanation

Summative evaluation (MM/DD/YYYY):

* Narrative explanation

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

Changes made to the reading program are ongoing and will continue to change the reading culture and the reading scores of students for the life of the reading program at Pshtecin.

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 the May 2007 issue the National High School Center reported on Better High Schools.org (http://www.betterhighschools.org/docs/NHSC_DropoutPrevention) 35% of the students who drop out of high school have learning disabilities. Time Magazine in 2003 article "Overcoming Dyslexia", at that time "in the U.S. there are almost 3 million students in special education classes, specifically because they can't read. Most of them are probably dyslexic. But there are other slow readers who are simply overlooked-ignored in crowded classrooms, or dismissed as discipline problems. Unless corrective action is taken, their self-confidence often crumbles as they see other students progressing. Even worse, their peers may taunt or ostracize them". According to a 1991 study by Kulik and Kulik, students that benefit the most from computer and technology-based reading programs are those that struggle the most with reading. To that effect, we are seeking the following instructional supports to be used in special education classrooms and general educations to build reading skills for the students.

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

Yes

No

22. If so, how?

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

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.

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.

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.