

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		45,000.00	5,000.00	0.00	13,093.13	0.00	0.00	63,093.13
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		45,000.00	5,000.00	0.00	13,093.13	0.00	0.00	63,093.13
Adjusted Allocation								0.00
Remaining								-63,093.13

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: Humanities-Based ELA, Team-Taught Curriculum/Unit of Study with Adaptive Technologies

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 proposed Humanities-Based ELA program provides/develops students reading and writing skills through innovative use of a variety of texts, differentiation instruction, and cross discipline content and association. Goals: The Humanities-Based ELA program goals, through Straight A Fund's, are to improve student achievement and provide a greater share of resources in the classroom.

463. 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 High 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: Karen Thompson

Organizational name of secondary applicant: Pschtec Public High 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: kthompson@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.

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.

Cynthia Bronson, M.A., Director of Pschtec High School - 23 years of leadership experience, 7 years of leadership at Pschtec High School (assistant principal, principal, director). Karen Thompson, M.Ed., English Teacher and Lead for the Humanities-Based Project - 11 years of teaching, 1 at Pschtec High School. Several years as Editor/Content Editor/Instructional Designer at McGraw-Hill Education. Sharon Shannon, B.A., Intervention Specialist - 4 year Resident Educator License; 3 years Intervention Specialist experience - 2 at Pschtec and 1 at Life Skills Columbus Southeast. Althea H. Mulichak, M.A., Guidance Counselor - 5 year 7-12 Counseling License; 3 years Counseling experience 2 at Pschtec and 1 at Columbus Public Schools. Gregory DiCocco, B.A., Math/Science Teacher - 5 year 7-12 Math/Science License; 7 years teaching experience at Pschtec; Several years as a trainer (retired) at JC Penney's Department Store. All members bring leadership, teaching, innovation skills, commitment and drive to this project. The Director's management expertise over school grants and school budget enables proper and ethical delivery of funds for the program. Each teacher has the necessary training and classroom experiences to implement the project (i.e. literature circles, thematic unit integration and inclusion with special education students, reading strategies, igniting student critical thinking skills, and use of technology. Gregory DiCocco possess extensive technology skills and will utilize this for the adaptive technologies necessary for this program.

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 Language Arts and Social Studies Departments' team collaboration and integrated curriculum, with enhanced instructional components and a humanities-based, in-depth unit of study/module for learning will combine multi-genre texts with technology components adaptable and flexible enough to support instruction and engagement for all students-those in the regular education program, special needs learners, and Title I students. There is also capabilities for authentic assessments and project-based assessments in the form of multi-genre research projects, as well as video interviews, and presentations once the unit is complete. The adaptive technologies component of this project includes the use of digital recorders, software tools, and apps that will transform the written word to audio text and podcasts. This component is essential not only for English Language Learners, but for all learning styles and all learners-high ability students, low ability students, audial learners, struggling and at-risk readers, dyslexic students, and so on. This further illustrates how resources can be shared, as there is an opportunity to incorporate the iphones/ ipods the school already owns to create individual and mobile electronic texts.

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 Pschtec High School continues to achieve improvement in student reading and writing scores and student achievement (based on low test scores), there is a need to provide a variety of complex texts in an array of genres and modalities to all students. This will help us reach our goal to improve student achievement. This project proposal will combine and share reading materials/texts, specifically novels and graphic novels with a holocaust theme, as well as teachers, technologies, project-based assessments, and class time. Classes will be combined, not only by grades, but by subject matter (Literature and History) for at least one hour per day, building to an extended block study on literature over time. There is also a possibility to create a class structure, along with the combined teaching unit that includes literature circles (based on reading abilities), peer tutoring opportunities, and high-ability/low-ability collaborative groups, thus achieving our goals of improving student achievement in reading (and writing) and 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 as follows: -50 paperback copies of the graphic novel, Maus: A Survivor's Tale: My Father Bleeds History 50 books @ \$19.99 = \$999.50; -50 paperback copies of the novel, The Book Thief. 50 books @ \$12.99 = \$649.50, -1 copy of the movie (DVD), The Book Thief. 1 DVD @ 24.99; -50 paperback copies of the novel, Parallel Journeys. 50 books @ \$7.99 = \$399.50; 50 paperback copies of the novel, The Amazing Adventures of Kavalier and Clay. 50 books @ \$17.00 = \$850.00; -50 paperback copies of the novel, The Boy in the Striped Pajamas. 50 books @ \$8.99 = \$449.50, 1 copy of the movie (DVD), The Boy in the Striped Pajamas. 1 DVD @19.99; -50 paperback copies of the novel, The Holocaust: The World and the Jews 1933-1945. 50 books @ \$13.50 = \$675.00. -50 paperback copies of the novel, T4: A Novel (Free Verse) 50 books @ \$14.99 = \$749.50; -2 Dragon-Naturally speaking academic speech recognition software (for creating audiobooks of above texts) 2 speech recognition software packages at \$499.00 = \$999.98 Special Shipping @ \$9.98; -6 Sony Digital Voice Recorders \$84.99 = \$509.94; -Canon Full HD Video Camcorders 8 @ \$269.00 equals \$2152.00; -Digital USB 2.0 flash drives 60 @ 6.43 = \$385.80; -Movie Maker Application for MAC (free); -3 MAC laptop (price pending-approx. \$2,400.00); -Apple (MAC) Software, including Photoshop \$1,000; -Misc. Apps \$100.00; -A Book Shelf to hold text materials 1 large bookcase at \$150.00; -A locking cabinet to hold electronic materials 1 large cabinet at \$260.00-\$300.00 1 lock for cabinet @ \$17.95; -Teacher Salary and Support \$50,000.00; ?Miscellaneous Training, Holocaust Workshops, Holocaust survivor speaker initiatives(special gifts for in-house speakers), expenses for student-interviews of holocaust survivors, student incentives for reading: \$500.00. B. N/A C.

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

63,093.13 * 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.).

50 paperback copies of the graphic novel, Maus: A Survivor's Tale: My Father Bleeds History 50 books @ \$19.99 = \$999.50; -50 paperback copies of the novel, The Book Thief. 50 books @ \$12.99 = \$649.50, -1 copy of the movie (DVD), The Book Thief. 1 DVD @ 24.99; -50 paperback copies of the novel, Parallel Journeys. 50 books @ \$7.99 = \$399.50; 50 paperback copies of the novel, The Amazing Adventures of Kavalier and Clay. 50 books @ \$17.00 = \$850.00; -50 paperback copies of the novel, The Boy in the Striped Pajamas. 50 books @ \$8.99 = \$499.50, 1 copy of the movie (DVD), The Boy in the Striped Pajamas. 1 DVD @19.99; -50 paperback copies of the novel, The Holocaust: The World and the Jews 1933-1945. 50 books @ \$13.50 = \$675.00. -50 paperback copies of the novel, T4: A Novel (Free Verse) 50 books @ \$14.99 = \$749.50; -2 Dragon-Naturally speaking academic speech recognition software (for creating audiobooks of above texts) 2 speech recognition software packages at \$499.00 = \$999.98 Special Shipping @ \$9.98; -6 Sony Digital Voice Recorders \$84.99 = \$509.94; -Canon Full HD Video Camcorders 8 @ \$269.00 equals \$2152.00; -Digital USB 2.0 flash drives 60 @ 6.43 = \$385.80; -Movie Maker Application for MAC (free); -3 MAC laptop (price pending-approx. \$2,400.00); -Apple (MAC) Software, including Photoshop \$1,000; -Misc. Apps \$100.00; -A Book Shelf to hold text materials 1 large bookcase at \$150.00; -A locking cabinet to hold electronic materials 1 large cabinet at \$260.00-\$300.00 1 lock for cabinet @ \$17.95; -Teacher Salary and Support \$50,000.00, including fringe benefits cost; Miscellaneous Training, Holocaust Workshops, Holocaust survivor speaker initiatives(special gifts for in-house speakers), expenses for student-interviews of holocaust survivors, student incentives for reading: \$500.00. Additional support funding that will be utilized include local (foundation), Title I, and RttT funds.

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.

52,586.25 * 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.

Salary and benefits - \$50,000; additional instructional supplies - \$2586.25

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

10,506.88 * 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 is an expected savings with a difference from the start-up cost of \$63,093.13, especially with purchasing additional instructional supplies as needed with student population increases.

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.

Primary sustainability will occur with increases in student enrollment driving the local of foundational payments. Other self-sustaining cost include financial support from external school donations, Title I funding, and corporate sponsorship the school is in the process of pursuing.

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): 01/06/2014

* Narrative explanation

The technology and structure of this approach will change data-driven practices and make it possible for teachers to create digital portfolios of work, as well as document and archive data-driven information for school improvement initiatives, professional development evidence documentation, students and teacher improvement, and communicate results (through weekly work sessions). The humanities team will manage and report out, as well as maintain records for student work and documentation of this grant proposals progress throughout the life of the grant and beyond, existing to at least 2017.

Implement (MM/DD/YYYY): 01/06/2014

* Narrative explanation

The timeline for implementation will start on a limited level with a modified humanities class meeting every other week, and starting with a title we already have-Night. This approximate date will be January 6, 2014. Technology components and audio book production will be our big barriers to full implementation by June 2014. Also an inherent problem to literature circles will be student absences.

Summative evaluation (MM/DD/YYYY): 06/05/2014

* Narrative explanation

Summative evaluations conducted will involve: 1. State-mandated assessments 2. District benchmark or interim assessments 3. End of unit or chapter tests 4. End of term or semester exams 5. Scores that are used for accountability, (AYP) and student report card grades

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

This project, by August of 2014, will positively affect and change the way we teach literature moving forward at Pschtcinc.

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.

Based on research conducted by Aschburger in 1991, analyzing a humanities-based, team-taught, integrated program in Los Angeles called The Humanitas Program, study results indicated that the humanities-based approach had "...a statistically significant effect on writing and content knowledge, even after... only one year. The largest gains were shown in conceptual understanding." The study

analyzed performance-based assessments, student and teacher surveys, attendance and behavior reports, diagnostic evaluations, standardized test results and college-oriented behaviors to conclude that "Students in the Humanitas program stay in school longer, work harder (by objective measures and their own report), and like school better. The expectations are higher in this interdisciplinary program, and the students are involved in more complex discussions that require them to make connections between content areas and the real world." According to a review of the research on literature circles by Educators Publishing Service, " Literature circles promote student motivation to read, and have been shown to increase student reading levels and performance on tests Davis, Resta, Davis, & Camacho, 2001.

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

Yes

No

22. If so, how?

Other districts can purchase the instructional materials, ensure they have HQT teachers to deliver the lessons involved, and use the cross discipline Humanities method Pschtecin intends to adopt.

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

It is perceived that reading and writing, comprehension, and cognitive skills will increase therefore leading to higher OGT test scores from the current reading percentage rate of 60% and writing percentage rate of 66%. Further, social studies passage rates stand to increase from spring 2013 percentage rate of 68% and return to fall 2012's 75% or better. After the grant period ceases the plan is to sustain the Humanities ELA, tweaking areas to maintain its projected success. By using cross discipline interactive methods within the program there is a consistent interest in the student learning, and ongoing academic success.

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.