<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -390,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Columbus International Mastery School

2. Executive summary: Please limit your responses to no more than three sentences.
In the fall of 2014, Columbus City School will launch a new model school for K-6 instruction. The Columbus International Mastery School will employ technology and mastery assessment practices to personalize the educational experience for students and integrate Mandarin instruction. The school will focus its instruction on what students know and are able to do based on real-time assessments. Student learning guides the instruction - not what teachers teach and when they teach it. The school will focus on shifting pedagogy through Transdisciplinary Problem-Based Learning, integrating technology to personalize learning and incorporate students' interests, and develop critical thinking, problem solving and communications skills sets. This model school is designed to replace textbook and lecture-based instruction with original and authentic content delivered through integrated technology in a blended learning environment to prepare students to be successful on the Next Generation state assessments and to improve student learning outcomes in math and reading.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:
380

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Michael M. Fulwider Director, Innovation and Special Projects
Organizational name of lead applicant
Columbus City Schools
Address of lead applicant
270 E State Street, Columbus, OH 43215
Phone Number of lead applicant
614-365-5888
Email Address of lead applicant
Mfulwider7258@columbus.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Instruction in the majority of Columbus City Schools currently is very traditional with a reliance on direct instruction to large groups of students based on age and use of textbooks and other teacher- or content-oriented methods. This approach has been largely unsuccessful, with 77 percent of the district’s 74 elementary schools earning a D or F on the 2012-13 school year state report card’s performance index measure. In order to improve student performance, the way in which instruction is provided must change. In addition, computer-based state achievement assessments will be implemented beginning in 2015 as required by the Ohio Department of Education. Students in the district need continuous exposure to technology tools in order to be prepared for these Next Generation assessments. CCS students currently take paper-based state assessments, and they must develop familiarity and competency with technology utilization during instruction and in taking assessments.

The proposed innovation and how it relates to solving the problem or improving on the current state.

This project has been developed to facilitate the redesign of education in Ohio’s largest school district. Learning in the Mastery School will be personalized to each student's learning style and pace. The school leader and teachers will design curriculum with integrated technology uniquely tailored to student learning modalities. Curriculum will be themed on global issues and how they relate to the local community and the greater Columbus region. For example, students may jointly study the environmental impact of economic growth locally and abroad working with peers in China connected through distance learning technology. Instruction will build core knowledge foundations in the early grades as the gateways to the successful acquisition of new knowledge in the upper grades. (Hirsch, 1993). Students will be grouped based on their prior knowledge of curriculum subject matter and supported as they learn at their own pace. As students demonstrate mastery of the curriculum content, they can advance to more rigorous content without delay. In the new mastery school, rather than expecting students to conform to the traditional instructional model provided, teaching methods will adapt to individual students in order to maximize achievement. The blended learning instructional model will provide students with differentiated instruction in a problem-based, technology-rich learning environment, where instruction is tailored to their personal learning needs. Using the Measurement of Academic Progress or other computerized assessment tools, students will be pre-assessed and placed into developmentally appropriate flexible groupings based on prior knowledge and progress monitored. As students progress in response to more personalized instruction, documented through ongoing assessment, students will receive more rigorous content and instruction. In addition, students will become proficient in the use of technology and be appropriately prepared to be successful with standardized assessments. This is a dramatic change in the way our district does business. By focusing our efforts on one school, on students at an early age, we can create a strong foundation for change that will reverberate throughout the entire district.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Students in grades Kindergarten through sixth will demonstrate improvement in reading and math scores on the OAA. By using flexible groups and mastery learning, students will be able to progress through reading and math skill instruction at a pace appropriate for their needs; this will include opportunities for accelerated instruction as appropriate. In addition, the mastery, blended learning school will have a reading coach trained in Literacy Collaborative and Reading Recovery to support students’ literacy skills development. The use of technology through interactive applications, online textual and audiovisual resources, supplemental coursework, and with practice assessments will further promote student achievement in a manner that directly translates in improved student performance on the new assessments. The problem-based learning component will provide a real-world context for students to apply their new learning for long-term success.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization’s executive board or its equivalent.)

On February 18, 2014, the Columbus Board of Education approved reductions in the amount of $8.9 million including the closure of four school buildings and the redesign and relocation of one school, the school involved in this proposal. These savings will be used to sustain the funding of this Straight A project beyond the initial startup year resulting in a net savings for the District of $35.6 million for years 2 - 5 of the Straight A program.
**Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)**

Students get what they need, when they need it. The flexible grouping and use of personalized learning approaches to promote mastery will improve the use of time. Additionally, through pre and post assessment and frequent progress monitoring of content knowledge, teachers will be very clear about student progress, and will make adjustments as necessary to optimize growth opportunities for students at all levels of achievement. Students who have mastered content and skills can move on to the next standard regardless of classmates’ readiness. This will also allow time for the student to receive reinforcement in other skills that may not come as easily, explore new content or interest areas, or eventually pursue advanced coursework. The use of technology will enable students to access new categories of content and will enable teachers to provide individualized instruction to multiple students simultaneously.

**Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)**

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**10. Which of the following best describes the proposed project?** - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

**Enter Budget**

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

**Upload Documents**

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC“ tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

390,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Mastery School will utilize the $390,000 budgeted request for the following purposes: - Purchasing mobile tablet technology with support package ($130,000) to create a 1 to 1 learning environment where each student and teacher will have access to and use technology in the classroom; -Contracting with Battelle and vendors to provide year-round teacher and school leader professional development ($145,000), focusing on mastery learning, problem-based learning, using technology as an instructional tool, and understanding and becoming proficient
16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.
This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

<table>
<thead>
<tr>
<th>17. Planning - Activities prior to the grant implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Date Range: October 2013 - March 2014</td>
</tr>
<tr>
<td>* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).</td>
</tr>
<tr>
<td>Conducted research on mastery and blended learning models. Conducted interviews with principals and key leadership of existing mastery schools. Participated in blended learning and content development workshops. Researched student assessment and progress monitoring tools and models. Visited mastery schools and conducted walk-throughs. Researched professional development models to support mastery and blended learning training. Researched technology to support blended learning. Developed concept paper for mastery and blended learning model. Developed technology plan to support mastery and blended learning model. Assessed specific areas of needs for professional development. Developed professional development plan and schedule (includes summer and year-round support). Conducted building walk-through to assess technology needs. Secured quotes for technology and infrastructure needs. Communicated plan to district and school based leadership, union and association partners, the Board of Education, teachers, students and parents, and community and business partners.</td>
</tr>
<tr>
<td>* Anticipated barriers to successful completion of the planning phase</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Implementation - Process to achieve project goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Date Range: June 2014 through June 2015</td>
</tr>
<tr>
<td>* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</td>
</tr>
<tr>
<td>Finalize plan for mastery school concept. Communicate plan to district and school based leadership, union and association partners, the Board of Education, teachers, students and parents, and community and business partners. Coordinate planning with district leadership, school leadership, union and association partners, teachers, parents, and community and business partners. Develop design team and planning timeline. Identify and secure assessment tool. Develop technology plan and implementation schedule. Secure external evaluator and develop plan. Develop communications plan to support school launch. Conduct parent and community engagement outreach.</td>
</tr>
<tr>
<td>* Anticipated barriers to successful completion of the implementation phase.</td>
</tr>
<tr>
<td>- Condensed timeline for summer professional development; will offset with year-round support. - Securing commitments from all key external partners; outreach is ongoing. - Funding to secure necessary infrastructure. - Pedagogical shift may take some time to enable. - Teachers stretched beyond comfort zone during professional development. - Potential delay of infrastructure improvement. - Wireless installation. - Possible delay due to shipping of equipment.</td>
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<tr>
<th>19. Summative Evaluation - Plans to analyze the results of the project</th>
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<tbody>
<tr>
<td>* Date Range: June 2014 - June 2015</td>
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<tr>
<td>* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</td>
</tr>
<tr>
<td>- Identify improvement in student achievement based on assessment and progress monitoring showing performance index increases and standards attainment. - Measuring and monitoring improvement in reading and mathematics. - Principal, teacher and staff surveys. - Ongoing classroom walk-through by principals and project leads. - External evaluator reports based on interviews with project leads, principal, teachers, staff, students and parents. - Knowledge capture to collect information from multiple stakeholders involved in the project. - Identify best practices and to make recommendations for improvements (formative evaluation). - Project goals and status will be regularly communicated and shared among building leaderships, teachers and all partners.</td>
</tr>
<tr>
<td>* Anticipated barriers to successful completion of the summative evaluation phase.</td>
</tr>
<tr>
<td>- Commitment of time among teaching and support staff for Knowledge Capture; the project leads will work with leadership and staff to understand the importance of the Knowledge Capture Program support. - Assessment tool may require additional staff training; training will be provided. - Low response rates to surveys; the project team will conduct follow-up conferences with building leadership and staff.</td>
</tr>
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</table>

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes...*
Moving from direct instruction to mastery-based learning is a fundamental shift in teaching and learning for the district. Creating a successful pilot in this methodology is a critical component of our school reform efforts. The district expects that the mastery, blended learning school will become a model platform for pedagogical shifts and sharing best practices district wide. It is CCS' intention with this demonstration school model that the predominant lecture and worksheet driven instruction of today will migrate to problem-based instruction personalized to students’ interests and skill levels at a pace that matches students' rate of mastery rather than adult-dictated schedules. Teachers will be skilled users and advocates of technology-infused instruction, creating original content to be accessed and shared across the district’s learning management system. Additionally, CCS expects that students will become equally skilled and proficient in inquiry-based learning and utilization of technology as a means to enhance creativity, cognition, and problem solving while being engaged in learning authentic, relevant content.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

The overall evaluation plan of the Mastery School is to conduct both formative and external evaluations to ensure both real time course correction occurs during implementation and implementation of the grant is consistent with the proposed goals and objectives. The PAST Foundation will conduct all project evaluation, engaging the Knowledge Capture team and applying the formative evaluation process, and external evaluation provided by Dr. Sheli Smith. The combined use of formative and external evaluation is intended to aid the Mastery School in determining the most effective modifications during the course of the grant, and regularly assess the fidelity of the Mastery School to the proposed project’s goals and objectives, as well as review evidence of change and impact. The methodology of the evaluation team, headed by Dr. Monica Hunter (Formative Evaluation) 805.528.4496; mhunter@pastfoundation.org and Dr. Sheli Smith (External Evaluation) 614.340.1208, sheli@pastfoundation.org of the PAST Innovation Lab

A mixed-methods approach, combines both qualitative and quantitative assessments. Formative evaluation will combine key informant interviews, structured observation, focus groups and online surveys to capture the views of teachers and administrators to identify enabling strategies and constraints. Pre- and post-surveys will be employed to track change over time toward implementation. Monitoring the ongoing processes of planning and implementation will also be tracked by structured observation of critical implementation activities. All observations and findings will be documented and submitted as interim reports to the project team leading to informed modification of the implementation strategy. Standardized test scores will be tracked pre grant and post grant as a reflection of change and impact. External evaluation will monitor and review articulated deliverables and outcomes for evidence of fidelity of implementation and educational impact.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to
The plan for modification of the Mastery School combines formative and external evaluation in a multi-pronged approach. The formative evaluator will provide the project team regular, structured communication on system dynamics to amplify desired processes toward achieving project goals, as well as identify challenges and constraints requiring potential corrective actions. The timeline for interim reporting will be determined by the project design team, but at minimum will be submitted at the end of each school term in December 2014 and June 2015. The formative evaluation interim reports will be submitted to the project team and external evaluator for review. The external evaluator will review all progress on the grant and submit reports at the end of each school term, and provide an interim assessment on grant alignment with proposed actions within program, timeline, and deliverables. Both formative and external evaluators will submit a final report to the project team in October 2015, approximately 60 days following the close of the grant period.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

As a demonstration program, the Mastery School will offer new practices in teaching and learning geared towards personalizing learning through technology integration and by helping students master content and learn at a pace for their level. Mastery instruction offers the district the opportunity to remediate and accelerate students better, faster and at less cost than traditional methodology. With this framework, we expect that students individually and collectively will demonstrate growth with a Performance Index improvement of 12% and a gain of 5 academic standards met over a five-year period beginning with the 2014-15 school year. As mastery learning is intended to facilitate academic growth, the expectation is to see an increase in the building's value added grade overall by at least three letter grades over 5 years and at least one letter grade for students in the lowest 20% in achievement. Spending reductions from the closure of four school buildings accounted for in the Five Year Forecast, will allow the district to sustain the Mastery School beyond the grant period.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

**Student Achievement**

Students in grades Kindergarten through sixth will demonstrate improvement in student achievement: Performance Index: 2012-2013: 63% (most recent state report card) 2014-2015: 68% 2015-2016: 73% 2016-2017: 75% Standards Met: 2012-2013: None (most recent state report card) 2014-2015: 2 2015-2016: 3 2016-2017: 5 Value Added Grade Overall: 2012-2013: F 2014-2015: C 2015-2016: C 2016-2017: B By using flexible groups and mastery learning, students will be able to progress through reading and math skill instruction at a pace appropriate for their needs; this will include opportunities for accelerated instruction as appropriate. In addition, the mastery, blended learning school will have a reading coach trained in Literacy Collaborative and Reading Recovery. The use of technology through interactive applications, online textual and audiovisual resources, and supplemental coursework will further promote student achievement in a manner that directly translates to the new assessments. Pre and post assessment will be used to progress monitor students against established Mastery benchmarks determined by the school’s leadership team.

**Spending Reduction in the five-year fiscal forecast**

On February 18, 2014, the Columbus Board of Education approved reductions in the amount of $8.9 million including the closure of four school buildings and the redesign and relocation of one school, the school involved in this proposal. These savings will be used to sustain the funding of this Straight A project beyond the initial startup year resulting in a net savings for the District of $35.6 million for years 2 - 5 of the Straight A program.

**Utilization of a greater share of resources in the classroom**

The flexible grouping and use of personalized learning approaches to promote mastery will improve the use of time. Students who have mastered content and skills can move on to the next standard regardless of classmates’ readiness. The percentage of student movement between basic and proficient and between proficient and advanced compared to the goals set by the school will be monitored. The use of technology will enable students to access new categories of content and will enable teachers to provide individualized instruction to multiple students simultaneously. The percentage of students who achieve mastery in a particular content area will lead to more mastery in other content areas. In this school, instead of whole-class instruction dictating that each student gets the exact same amount of time and type of technological supports, student instruction will be personalized. Since teachers will know how each student is progressing, the time of the teachers and students will be maximized so that student growth is driving the use of time. Additionally, technology resources will be maximized to reach students at the level that he or she is working, and scaffold his or her growth to the next level.

**Implementation of a shared services delivery model**

**Other Anticipated Outcomes**

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

Yes
If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

**Explain your response**

Yes, the program can be replicated in other schools within Columbus City Schools and other Ohio schools and districts. The Columbus International Mastery School will be established as a demonstration program for continuous exploration and implementation of evidenced-based strategies worldwide, which demonstrate successful outcomes for students. The program is uniquely designed for sharing best practices, curriculum, and implementation plans. A Knowledge Capture program will gather information on program design details, challenges, and successes from the onset. A Learning Management System (LMS) will serve as the backbone of the school's infrastructure. All design papers, plans, curriculum, lesson plans, job descriptions, and other materials associated with the Mastery School from its genesis to and beyond implementation will be hosted on the LMS for access by teachers, students, parents, and other approved district staff. Other schools within the district will have ongoing access to the LMS. Visitors from schools and districts across Ohio will be welcomed for building tours, classroom observations, joint professional development, and shared student learning opportunities.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

---

Michael Fulwider  
Director, Innovation and Special Projects  
Columbus City Schools  
270 E State Street  
614-365-5888
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
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<tr>
<td>Annalies</td>
<td>Corbin</td>
<td>614.340.1208</td>
<td><a href="mailto:annalies@pastinnovationlab.org">annalies@pastinnovationlab.org</a></td>
<td>PAST Innovation Lab (Evaluation, Knowledge Capture Program)</td>
<td></td>
<td>1003 Kinnear Road, Columbus, OH, 43212</td>
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<td>Aimee</td>
<td>Kennedy</td>
<td>614.424-4460</td>
<td>Kennedy @battelle.org</td>
<td>Ohio STEM Learning Network/Battelle (Mastery Learning, TPBL Professional Development)</td>
<td>OSLN @ Battelle, 505 King Avenue, Columbus, OH, 43201</td>
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<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
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<td>Michael</td>
<td>Fulwider</td>
<td>Director, Innovation and Special Projects</td>
<td>Mr. Fulwider is responsible for concept design and overall project management and oversight. This includes program design, professional development, technology acquisition, building and budget management, and community relations with the staff, families, neighborhood, and community organizations connected to the school.</td>
<td>Mr. Fulwider has served in central administration at Columbus City Schools since 2006, where he has been responsible for innovative program design and implementation. He has led key district initiatives in the areas of innovation, higher education and business partnerships, STEM, facilities consolidation, and the Third Grade Reading Guarantee. He is currently pursuing a Masters of Education in eLearning and Educational Administration.</td>
<td>Mr. Fulwider has created, secured funding for, and launched innovative programs in Columbus City Schools over the past six years including STEM Transdisciplinary Problem Based Learning in two major school feeder patterns in the district with 12 schools, over 4,000 students, and more than $1 million in funding. In addition, he has been responsible for creating, launching, and managing the district's Urban Leadership Academy with the Fisher College of Business and the College of Education and Human Ecology at The Ohio State University with $200,000 in funding. He has also partnered with American Electric Power and Columbus State Community College to plan and implement the 5-year, $5 million Credits Count program, a workforce development initiative to establish Career and Technical programming in traditional high schools.</td>
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<td>Dr.</td>
<td>Boyle</td>
<td>Supervisor, Gifted and Talented</td>
<td>Dr. Boyle is a co-author of the concept design and is providing project management support, including professional development planning and budget management. She is also supporting community outreach and engagement.</td>
<td>Dr. Boyle has degrees in elementary education, gifted education, educational leadership, and educational psychology. She has 20 years of experience in education, including service at the elementary and middle school levels, both in general education and gifted education, in rural and urban areas and in military communities in the United States and overseas. She also is an adjunct instructor and lecturer with Cleveland State University and Mount Vernon Nazarene University where she plans and teaches face-to-face and online courses to pre-service and in-service educators on topics such as curriculum development, instructional strategies, and child development</td>
<td>As a former employee at a county educational service center and current supervisor of the Gifted and Talented Office for Columbus City Schools, Dr. Boyle is responsible for designing and managing programs, data, and personnel. She has published numerous articles and presents regularly at local and state conferences. Dr. Boyle is part of the Diverse Learners workgroup within the Network of Regional Leaders, which helps roll out state initiatives to educators across Ohio, along with other workgroups and advisory panels within the Ohio Department of Education.</td>
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<td>Monica</td>
<td>Brown</td>
<td>Principal, Columbus International Mastery School</td>
<td>Ms. Brown will be the principal of the Mystery School and will be responsible for leading professional development and implementing the concept design with support Mr. Fulwider,</td>
<td>Ms. Brown has served in several district level capacities including as principal, Member of District Literacy Initiatives Team 2013-2014 and has written curriculum for the district's reading and math programs. She has received the Parent Collaboration Award (2012-2013), and was named PTO Educator of the Year (2011) in</td>
<td>Ms. Brown has been a district principal for the past six years, leading instruction and school reform efforts in two previous schools. She is a mentor to other district principals and has AEPS Mentor Certification (2013-2014).</td>
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<td>Aimee Kennedy</td>
<td>Vice President Education, STEM Learning and Philanthropy, Battelle</td>
<td>Will conduct professional development in mastery learning, Transdisciplinary Problem Based Learning, and coaching and mentoring support for school leadership.</td>
<td>Ms. Kennedy directs Battelle’s efforts to foster innovative educational environments that prepare students for tomorrow’s career and college environment. These inclusive schools offer students access to rigorous academics and real world context, while focusing on science, technology, engineering and mathematics. These include Metro Early College, the Ohio STEM Learning Network, and the national STEMx network. She routinely consults with educators, industry partners, and higher education organizations across the country as they plan for innovation and school reform. Notably, her work in Ohio, Texas, North Carolina, and Tennessee has resulted in schools incorporating Literacy and Math initiatives in STEM and Early College schools throughout their states. Aimee is frequently called upon to share her expertise in designing responsive systems that enhance rigor and relevance in schools, and simultaneously provide opportunities for personalized learning environments for students. Ms. Kennedy earned a bachelor’s degree from Malone University in Communications, a master’s in Education from the University of Akron, and is completing a Ph. D. in Educational Policy and Leadership at The Ohio State University.</td>
<td>Ms. Kennedy was formerly the Principal/Chief Academic Officer at Metro Early College High School, an Ohio STEM Learning Network platform school founded by Battelle and located on the campus of The Ohio State University’s. Having been at Metro since the school’s second year, she has also served as assistant principal and classroom teacher. Ms. Kennedy, as principal, led the Metro Early College to unprecedented levels of student achievement during her leadership tenure at Metro. For four consecutive years, 100% of Metro’s seniors have graduated from high school on time, and have been accepted to college. Metro earned straight As on the 2013 State Report Card, and the 2013 ACT composite score was 24.3—compared to Ohio’s average of 21.8. Before working at Metro, Aimee was a teacher and leader in Canton City Schools. As a team leader and literacy coach, she effectively led district wide change and innovative school reform.</td>
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