### Budget

**Heir Force Community School (000613) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (89)**

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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: Win Every Day

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 goal for this initiative is to increase student achievement, reduce spending in the 5 year fiscal forecast and utilize a greater share of classroom resources by embedding best practices in effective teaching using 21st century skills, incorporating co-teaching models to enhance instruction utilizing licensed, highly qualified teachers and reducing future expenses. The objective is to provide students with multiple learning opportunities to show mastery on key concepts achieved within a 24 hour period of time. The premise of this wrap around strategy is to provide students with continuing supplemental instruction throughout the school day including 2 block instruction in the areas of math and reading. Response to Intervention (RTI), lunch periods, planning periods, and tutoring either before or after school.

3.15.3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Darwin Lofoton
Organizational name of lead applicant: Heir Force Community School
Unique Identifier (RNI/Fed Tax ID): 000613
Address of lead applicant: 150 W. Grand Ave. Lima, OH 45801
Phone Number of lead applicant: 419-288-9624 Option 1
Email Address of lead applicant: dlofton@heirforces.com

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RNI/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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 (RNI/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

The Ohio State University will support the Win Every Day Initiative by providing access to education major students for recruitment of volunteers to help assist tutoring, re-teaching and assessment of students through RTI periods during the school day and as part of the after school program. The Ohio State University will also assist in conducting the research and evaluation portion of the grant in order to evaluate its' effectiveness with the support of 1-2 professors using a valid and reliable model. Dr. Leah Herner-Patredo, the Academic Program Coordinator at The Ohio State University-Lima, is collaborating with Heir Force Community School under approval of Associate Dean Allison B. Gilmore. Heir Force Academy (HFA), a daycare provider for children ages 6 weeks to 12 years old, will be providing after school oversights to facilitate tutoring, homework and life skill supports with assistance from the Mentoring Volunteer Program (MVP) Coordinator. HFA has been in operation since 2001.

Cornerstone Harvest Church (CHC) will provide use of facilities in the form of in-kind contributions for the after school program to take place (e.g. Gymnasium, rock climbing wall, indoor/outdoor playground, and recreation center). Allen County Juvenile Court (ACJC) will contribute to the program by providing talent, resources such as speakers and access to juvenile court facilities and programs as well as referrals to ensure overall program effectiveness. The United Way of Greater Lima (UW) will support the program by providing applicable technical assistance and in-kind contributions (e.g., staff support, research, and development), and enlist the talent, resources, and participation of area United Way members agencies.

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.

HFCS, Executive Director, Darwin Lofoton, has been with the school for 9 years and successfully oversaw the development of a $500,000 Charter School Program grant. He is responsible for the discovery and development of the initial idea of Win Every Day. His role is to oversee implementation in the areas of professional development for administrative staff over the concept and work closely with the management of fiscal affairs. Curriculum Coordinator, Amy Langhals, is responsible for implementing professional development sessions and ongoing teacher development to ensure that all facets of Win Every Day are being successfully met.

The citizens you serve are well represented by the city's effective and accountable financial practices. The Ohio State University College of Education rated among the top four programs in the nation on the National Council on Teacher Quality's Teacher Prep Review. US News and World Report 2014 edition ranks elementary education eighth in the nation. Highly ranked both nationally and in the state of Ohio, the Department of Teaching and Learning offers innovative programs for those seeking a license to begin a teaching career. Through the combination of a rigorous curriculum and supportive social environment, students become scholars who investigate issues of learning and teaching in classrooms, schools, families, and other communities. The ultimate goal of The Ohio State University-Lima is to prepare diverse responsive educators. Dr. Leah Herner-Patredo, the Academic Program Coordinator at The Ohio State University-Lima, will be collaborating with HFCS to conduct the research and evaluation component of the grant. She will help develop effective research questions and collect valid and reliable data before, during, and post implementation in other school districts.

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
11. Describe the innovative project.

The conceptual framework for Win Every Day is grounded in a research based instructional model developed and implemented at Grant High School in Sacramento, CA, by Dr. Kadihr Raja. CREATE is an acronym for: Culturally Responsive instruction, Rigorous and rewarding expectations, Essentials curriculum planning, Assess and Master in class, Test models, and Extra one on one tutoring. CREATE focuses specifically on teaching the most essential concepts, assessing and mastering content for tutoring class and creating a culture that rewards students for success. “The CREATE academy pedagogy is based upon daily/hourly formative techniques designed to develop student engagement, clearly communicate goals and expectations, and utilize effective strategies to differentiate and provide intervention in real time (CREATE Academy Analysis, 2012, University of California-Davis).” The Win Every Day initiative is a strategic approach to enhancing student achievement for HFCS students. The initiative was based on the premise that HFCS students need a higher level of engagement. Teachers and students are more engaged, utilize differentiated instruction and create environments more conducive to learning in weekly Professional Learning Communities (PLCs). Teachers are required to implement rigorous assignments that expose students to writing across all disciplines for the purpose of understanding the importance of writing. Teachers will also incorporate rapid fire questioning. This approach provides the teacher with an opportunity to glean which students have mastered core concepts. When students do not know the answer, the teacher will review the concept and provide multiple opportunities for them to display mastery. The use of 21st century technology skills will also be used in instruction. As stated by our Executive Director, “Students are not allowed to sit idly on their hands during instruction.” In essence this approach creates student accountability within the classroom and students are rewarded for their academic achievement making it more enjoyable. Teachers will focus on core student culture visible to students, staff, and parents. Each classroom grades 3-8 will determine a theme based on student’s input that reflects the classroom environment (e.g., decorations, a chart/chatter, visible tracking system to showcase wins students are having based on exit card, homework, and test scores). Students, teachers, and classes will be recognized and celebrated on occasions with a weekly basis and special incentives will be planned for students and teachers when they meet milestones throughout the year. School walls will be transformed to celebrate past/current student/teacher success with full color, life size displays of pictures.

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.

Win Every Day will help improve student achievement by maintaining the vision that all students can achieve at a high level. Our approach is to ensure that within 24 hours students show mastery of new concepts. This will raise student achievement by catching students before they fall even further behind in the curriculum. Additional supports such as the MVP program help create a safety net for students who continue to struggle with mastering new content after school program that focuses on homework, life skills and social development. We anticipate the achievement gap to close as well as standardized test scores to increase with the implementation of this program as was seen from the outcomes of CREATE. Win Every Day will help reduce spending in the 5 year fiscal forecast and utilize more resources in the classroom by reducing administrative costs and professional development costs over the course of the next 5 years. In essence the realization of these dollars will be allocated for classroom resources, additional teachers, instructional aides, and maintaining technology. We currently are reducing spending by having our full time teachers in grades 5-8 aide one another in order to reduce the need to hire additional part time/full time instructional aides that are not highly qualified in each subject area. This management strategy reduces costs by the reduction of additional compensation created and various instructional strategies. Win Every Day is a strategic approach to closing the achievement gap immediately based on real time data. The combination of classroom teachers and instructional aides will provide academic intervention to ensure that the Win Every Day concept is being understood and academic achievement is taking place. The Win Every Day Program expenses include: Stipends and benefits of $90,051 for 25 teaching and support staff to implement the program. This cost is being considered as a way of incentivizing the efforts of in house staff to provide professional development and reduce spending on other professional development (PD) opportunities including not only the cost of registration, but also car rentals, overnight accommodations, and other travel expenses. Win Every Day supports our existing improvement plan on file with ODE in the following ways: - Matches existing goal of closing the achievement gap for students in each subgroup by 2015-2016. With Win Every Day, HFCS hopes to close the achievement gap by the end of 2013-2014 or at least make gains in each area. - HFCS will provide additional tutoring and other focused supplemental support for children most at risk in reading and mathematics as stated in the School Improvement Plan by implementing the Win Every Day initiative with the addition of highly qualified aides in reading and math, 2 block instruction, as well as wrap around to traditional Struggling students. - Win Every Day utilizes time on early release Wednesdays to help facilitate ongoing, embedded professional development (pd) through the use of PLCs. Ongoing, embedded pd is one of the goals in the School Improvement Plan. Part of our School Improvement Plans is to develop a policy that supports coherence and provides incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement. Win Every Day is a policy that fits this description. 

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 the financial documentation 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 in addition to how the project will demonstrate sustainability and impact.

- Include financial impact table that has been uploaded

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

356,851.00 ** Total project cost

* Provide a brief narrative 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, RTT money, local funding, foundation support, etc.) and provide details on the cost of leased and used equipment (i.e., staff counts and salary/benefits, equipment to be purchased and leased, etc.).

The Heir Force Community School General Funds will be the primary funding source for the Win Every Day program. Other funds will include Title I and local support from United Way of Greater Lima. The Ohio State University of Lima will be providing research at no cost to study the academic benefits and effectiveness of the Win Every Day program, as well as access to students majoring in Education to allow Win Every Day to provide a critical space for students to implement professional development (PD) opportunities within the amount of $16,000; Benefits $12,051; Supplies and technology upgrades in the amount of $214,800 will provide 245 iPads, keyboards & warranties, 120 Renaissance responders, & 10 iPad charging station carts deemed necessary to support and implement the program; $36,000 for the after school component of the Win Every Day program including participation cost up for 15 students which includes food, transportation, access to technology, and stipends for volunteers.

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.

16,000.00 ** Specific amount of new/recurring cost (annual cost project after implementation is applied)

* 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.

Win Every Day Program expenses include: Stipends and benefits of $90,051 for 25 teaching and support staff to implement the program. This cost is being considered as a way of incentivizing the efforts of our support staff and teaching staff in implementing the Win Every Day program with students. The administrative stipend of $8,000 is being considered for the Executive Director to provide critical professional development for all administrative staff in helping the Win Every Day program in lieu of purchasing services at a higher cost from outside the school. The Curriculum Coordinator is being considered for a stipend of $8,000 as she provides professional development directly with each teachers on a daily basis to ensure that the Win Every Day program and its' concepts are properly administered and conducted in the classroom daily. The school's Academic Advisor is being considered for an additional salary of $8,000 as he works directly with students to provide academic intervention to ensure that the Win Every Day concept is being understood and academic achievement is taking place. The school has previously spent $33,000 on outside service providers to bring research based practices into the school in one year. The implementation of this program will allow the school to continue best practices without having to incur additional professional development costs each year, thus saving the district approximately $165,000 over the course of 5 years. As indicated in the previous section of this proposal, the cost of $214,800 will provide 245 iPads, keyboards & warranties, 120 Renaissance responders, & 11 iPad charging station carts deemed necessary to support and implement the program. The technology and the supportive computer programs are essential to the success of the Win Every Day concept as the use of them provide real time data & ongoing assessments to guide instruction, as well as curriculum and intervention opportunities for all students who continue to struggle. The AHA will also provide the school with funds to cover food/snacks, and stipends for tutors. Since the MVP is providing the facility and activities for the after school program, we felt it was important to share the cost of what it will take to conduct the after school component of the Win Every Day program effectively.

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

81,094.75 ** 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.).

HFCS will be implementing Win Every Day with the use of one to one ratio of technology. iPads will be replacing laptops in order to reduce the cost of upkeep on laptops that are currently shared among the entire school. The purchase of iPads will now allow in house service on the school server and its' continuing upkeep be reduced permanently. The school will then use web based applications for storage space. Use of iPads one to one will now reduce the need of the printers and paper for math and reading workbooks that can now be done online. Paper costs in the school overall will be reduced as...
curriculum and assessments will be utilized online without the need of paper copies. Better use of already existing programs such as accelerated math will allow students to continue working in differentiated curriculum at their own pace without the need of paper copies. This allows the teacher additional time to do interventions for struggling students as well as challenge other students as needed. iPads also allow the school to reduce spending on the upkeep and purchase of printers currently needed for many programs. One of the ratio of Renaissance learning responders for K-2 will introduce students to technology as well as permanently reduce paper needed for short cycle assessments. Professional development for all staff will be provided by the executive director and curriculum coordinator. As a result of this professional development manuals will be created for staff to maintain the implementation of Win Every Day program. The Win Every Day school day components will be sustained by ongoing general funds. Any grant funds awarded as a part of the Straight A Fund, will go towards offsetting or permanently eliminating costs that would have come out of general funds. The retirement of a long term teacher and a short term substitute teacher 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.

We anticipate that only the after school cost of $16,000 will be recurring after the project is implemented. However, each of the partners (HFA, CHC, UW) involved with the after school component have agreed to seek funding to support the ongoing benefits of the after school portion of the Win Every Day program. The Win Every Day school day components will be sustained by ongoing general funds. Any grant funds awarded as a part of the Straight A Fund, will go towards offsetting or permanently eliminating costs that would have come out of general funds. The retirement of a long term teacher and a short term substitute teacher 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.

**Planning for the Win Every Day Initiative began immediately after hearing Dr. Raja, the founder of CREATE, speak at a National Staff Development for Educators (NSDE) conference this summer. Since then the grant team, as well as a team of teacher leaders representing K-8 staff have been meeting to plan and implement the concept. Some parts have already been started such as classrooms having students track homework and report weekly progress. The creation of class celebrations in the form of chants, songs or movement was completed by the end of September. The use of formative assessment exit cards started at the beginning of the school year with ongoing professional development throughout the school year on early release Wednesdays. Rewards and incentives for "winning" based on homework, test scores and exit cards is in the development process in order to match rigorous expectations with the school vision.**

**Implement (MM/DD/YYYY):** 01/06/2014-05/09/2014

**Narrative explanation**

Win Every Day will take full effect during the 2nd semester of the school year which begins immediately after the winter break on January 6, 2014. All classroom theme and school decorations will be completed by the end of January. Teachers will meet weekly to discuss implementation of Win Every Day as part of their weekly Teacher Based Team (TBT) meetings. 5th-8th grade students will have twice a week general workshops focused on suicide prevention and an additional workshop focused on financial literacy. In addition to the K-3 teachers, there will be an expected change in HFCS' instructional and organizational practices due to the implementation of Win Every Day. Instructional changes will include student achievement increasing with the shifting of more becoming data driven though the use of progress monitoring and accountability regularly. We anticipate a shift in our teacher's perspectives on teaching and learning as they work more collaboratively and discipline driven and upgrades to teacher bought iPads that they can start immediately. With additional instruction and upgrades to teacher bought iPads that they can start immediately, the teachers that are in need of a scholarship will be notified as soon as awards are available in order to get the most time in with them before the end of the school year. Education majors from Ohio State University-University of Lima will be recruited during their first week of classes with the goal of volunteers starting January 13, 2014 to assist with re-teaching and assessing during RTI periods or as part of the after school program. Training and upgrades are needed to ensure that programs that the school purchases such as software subscriptions to interactive sites designed to engage students with instruction can operate effectively on a daily basis. All grant expenditures will support maintenance of technology & upgrades, supplies for classrooms, after school programming, and purchase services in order to improve classroom instruction and raise student achievement.

**Summative evaluation (MM/DD/YYYY):** 05/12/2014-08/15/2014

**Narrative explanation**

Win Every Day will conclude at the end of the 2013-2014 school year. In order to measure its effectiveness we will be using district wide data in the form of star reading and math computer based assessments as well as OAQ scores. OAQ scores do not become available until July so the summative evaluation will not be completed until beginning of August. This ensures that The Ohio State University-Lima will also have enough time to evaluate effectiveness of the program comparing Renaissance Learning data (district wide assessment) with Ohio Achievement Assessments (state wide assessment). Recommendations will be given based on the research study in order for HFCS to make changes to the program for the 2014-2015 school year.

**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): 07/22/2013-12/23/2013

**Narrative explanation**

Win Every Day will conclude at the end of the 2013-2014 school year. In order to measure its effectiveness we will be using district wide data in the form of star reading and math computer based assessments as well as OAQ scores. OAQ scores do not become available until July so the summative evaluation will not be completed until beginning of August. This ensures that The Ohio State University-Lima will also have enough time to evaluate effectiveness of the program comparing Renaissance Learning data (district wide assessment) with Ohio Achievement Assessments (state wide assessment). Recommendations will be given based on the research study in order for HFCS to make changes to the program for the 2014-2015 school year.

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

**Win Every Day has been a mixed concept using instructional teaching strategies adapted from an already successful program, CREATE, in addition to school wide changes HFCS was already in the process of making for the 2013-2014 school year. In a survey done by UC Davis’ School of Education in April of 2012, there were 2 major findings with the implementation of the CREATE model. Student perceptions of the program and their beliefs in their abilities increased and teachers felt and saw a difference in their own teaching practices. Teachers noted that students benefiting from the CREATE model had more motivation, more effort, better attention to the teacher, were more respectful to their peers, were more concerned with grades, and were getting used to high expectations compared to the control group. In a separate 2012 study done during the CREATE method using a multivariate analysis of variance (MANOVA) by Twin Rivers Unified District Department of Assessment and Accountability, North California, CA, gains were made in math, science and English language arts. In conclusion, based on the MANOVA test it would appear that Dr. Kather Raja's CREATE pedagogy produces significantly higher student academic performance, the majority of which comes from math and science. Based on the face value of the analysis only; this pedagogy should be instituted anywhere it can. Furthermore, it would be in the student’s and district’s best interest to ensure this occurs.**

**Win Every Day**
Students' school and staffed by either classroom teachers or volunteers connected to the mission/scope of the school outperform the other groups in mathematics and reading. Fashola recommended, content taught during the after-school period must be taught by qualified instructors who are familiar with and can be held accountable for student outcomes. Furthermore, he suggested staffing after-school programs with regular-school-day teachers as an efficient method to ensure alignment of the after-school curriculum. Gordon (2009) agreed that the most effective tutoring programs use master teachers who continuously collaborate with the students' classroom teachers. To achieve positive outcomes, after school programs must also find ways to expose young people to the world beyond their immediate experience; to raise their expectations of themselves and their ability to make their lives better, as well as improve the communities they live in. Based on the work of James Connell and others, the theory of change serves as the conceptual framework for how after-school programs can result in increased student success for Heir Force Community School students. In essence, how students spend their time after school can affect their engagement in learning, resulting in better academic school performance.

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

[ ] Yes [ ] No

22. If so, how?

Win Every Day can be replicated in other districts through the following: Embrace the concept that all kids can achieve at a high level - Create stakeholder buy in to the vision of Win Every Day - Provide professional development over effective formative assessments for all subjects & grade levels - Demonstrate rapid fire questioning techniques to enhance instruction - Develop a system to document student limitations in subject areas to be referred for additional instruction - Build collaborative planning time for PLCs into regular school schedule - Create a block of instruction for RTI in daily schedule - Provide quality after school programming.

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

The Win Every Day initiative is designed to incorporate daily/interim techniques to develop student engagement, communicate rigorous goals and expectations, and utilize effective strategies to differentiate and provide interventions in real-time. Through incorporating a systematic approach to challenge students' current proficiency levels, we expect all students to make substantial growth gains, particularly in reading, math and science. As a result of student centered instruction HFCS anticipates students will exhibit: increase motivation within the classroom; display more autonomy over class content; engage actively in instruction; and achieve student success at a high level. Cost reductions over the 5 year forecast will occur in the following ways: Technology upgrades-HFCS will be implementing Win Every Day with the use of one to one ratio of technological support for the students. iPads will be replacing laptops in order to reduce the cost of maintenance on laptops that are currently shared among the entire school. The purchase of iPads will now allow in house service on the school server and its’ continuing upkeep to be reduced permanently. Use of iPads one to one will now reduce the need for additional printers and paper for math and reading workbooks that can now be conducted online. Paper costs in the school will be reduced as curriculum and assessments will be utilized online. With the purchase of iPads, monies in the amount of $85,000 already allocated in our 5 year fiscal forecast for the use of paper for assessments, workbooks, and maintenance of printer and computer updates can now be moved to sustain future staff raises and benefits for the next 5 years. Better use of already existing programs such as accelerated math will allow students to continue working in their curriculum at their own pace without the need of waiting for the teacher. This allows the teacher additional time to do interventions for struggling students as well as to challenge other students as students are all actively engaged in appropriate activities. One to one ratio of Renaissance learning responders for K-2 will introduce students to technology as well as permanently reduce paper needed for short cycle assessments. We have already seen a cost saving measure from implementing a one to one ratio of responders for all 3rd-8th graders at the beginning of this school year. This provides an opportunity to enhance instruction and assessments giving teachers real time data on student understanding during lessons. This information identifies and enables a better understanding of intervention strategies that might need to be employed with the student mastering content material within 24 hours. Professional development (PD) for all staff will be provided by the executive director and curriculum coordinator. As a result of this PD manuals will be made for staff in order to maintain the implementation of the win every program and provide future PD to new staff. This will allow the school to seek outside providers for professional development of the program that can cost over $33,000 a year. Because HFCS believes in the importance of the after school program HFCS budgeted for pay of $10.63 an hour per tutor. HFCS is now able to use shared resources in order to have a coordinator and the use of volunteers to manage the program. This allows administration at the school that would normally be coordinating, time to work on other key initiatives. Grant money is being used as startup money in order to create a community wide program that will become fiscally sustaining with the support of United Way, Heir Force Academy, and Cornerstone Harvest Church. These costs are shared the first year and will be carried on with community support in the future. Cornerstone Harvest Church and United Way of Greater Lima will collaborate with the school in order to raise money to continue funding the program in the future.

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.

HFCS aims to be proficient in all areas on their school report card within 5 years through the use of the Win Every Day program. HFCS has exceeded the valued added criteria for 4 out of the last 6 years since it began implementing the on the school report cards in the 2007-2008 school year. The other 2 years HFCS met the value added criteria. Our neighboring traditional public school district only met the criteria 1 time in the past 5 years (2009-2010). The other 5 years they have not met the value added criteria indicating their students have not grown a full year when with them. HFCS is getting much higher results with our innovative approaches with the same students ( Lima City Schools is the home district of 77.8% of our current student population. In past years this % has been even higher). HFCS has consistently ranked higher than our neighboring traditional public school district in value added over the past 6 years. In the 2013 Valued Added Rankings published by the Ohio Department of Education, HFCS was ranked 124 out of 813 schools for value added. This places HFCS in the top 15% of schools in Ohio when it comes to getting students to grow in math and reading in one year. The neighboring traditional public school district, ranked 798 out of 813. This places them in the bottom 1% for growth in the state. HFCS is targeting its’ efforts toward increasing student proficiency in math and reading. On the 2012-2013 school report card HFCS met 6 of the 14 indicators. HFCS' goal is to meet at least 14 indicators by the end of the 2012-2013 school year with a deadline of achieving this goal within 5 years.

HFCS' data from Renaissance star math and reading testing show the majority of students that are new to the school score multiple grade levels below when starting with us. In the past we have exceeded expected growth with these students but not always achieved proficiency level. Win Every Day will provide the necessary supports with its’ wrap around effect to aide these students with achieving proficiency. The use of the Win Every Day initiative in conjunction with 2 block periods of math and reading will raise student achievement. As a result more parents will choose to send their child to a school known not only for student centered curriculum that has achieved above average growth but will now also have a high academic achievement level. The increase in enrollment will result in additional revenue, which increases our bottom line over the 5 year fiscal forecast. HFCS has seen an increase in student enrollment for the past 8 consecutive years.

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.

HFCS will work with the Ohio Department of Education to ensure that the school is meeting all of the report card criteria and long term outcomes using the system of reports to monitor the student progress. HFCS will use test results of Renaissance Learning Programs (Star Reading, Math, Accelerated Reading, Accelerated Math). These fast, easy to administer and accurate assessments provide interactive reports for our teachers to use to help guide instruction and differentiate learning for their students. Data will be collected school wide on a quarterly basis. Teachers will administer at least 1 additional test in between school wide testing windows to help guide instruction. This data will be used to target interventions for students who are not showing average growth and/or proficiency. Data will be analyzed during PLC times across grade levels to find any common limitations or strengths in the areas of reading and math. Teachers with most success in regards to student growth and/or student proficiency will share best practices. The most effective instructional strategies will then be replicated in lower performing classrooms. If students are not showing adequate growth or proficiency the students will be discussed during the weekly PLC times to determine interventions and goals for the students with a team of teachers. Students that are not showing adequate growth and/or proficiency also have the option of being referred for additional RTI during the period with parent consent. -Star Reading/Math Testing February 3rd-7th -each grade level goal is to be at 80% proficiency (in the 80th percentile rank or higher). Student goals are to grow at least 2 months in their grade equivalent from the December testing window or 6 months from their 1st test of the school year. -Star Reading/Math Testing April 1st-8th -each grade level goal is to be at 85% proficiency (in the 85th percentile rank or higher). Student goals are to grow at least 2 months in their grade equivalent from the February testing window or at least 8 months from their 1st test of the school year. Teachers are currently documenting which students are not achieving a "B" or higher on their formative assessments. Teachers are administering at least 1 additional test in between school wide testing windows to help guide instruction. This data will be used to target interventions for students who are not showing average growth and/or proficiency. Data will be analyzed during PLC times across grade levels to find any common limitations or strengths in the areas of reading and math. Teachers with most success in regards to student growth and/or student proficiency will share best practices. The most effective instructional strategies will then be replicated in lower performing classrooms. If students are not showing adequate growth or proficiency the students will be discussed during the weekly PLC times to determine interventions and goals for the students with a team of teachers. Students that are not showing adequate growth and/or proficiency also have the option of being referred for additional RTI during the period with parent consent. -Star Reading/Math Testing February 3rd-7th -each grade level goal is to be at 80% proficiency (in the 80th percentile rank or higher). Student goals are to grow at least 2 months in their grade equivalent from the December testing window or 6 months from their 1st test of the school year. -Star Reading/Math Testing April 1st-8th -each grade level goal is to be at 85% proficiency (in the 85th percentile rank or higher). Student goals are to grow at least 2 months in their grade equivalent from the February testing window or at least 8 months from their 1st test of the school year. Teachers are currently documenting which students are not achieving a "B" or higher on their formative assessments in order to refer them for intervention during RTI or other periods of the day. Teachers are required to document the skill/concept they struggled with, the data they assessed them, when and how they were able to meet with the student to reteach the concept, and the date of when the student showed mastery of the concept (goal of being within 24 hours).

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 an 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 and 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 Darwin Lofton, Executive Director, Heir Force Community School, 10/24/2013