

Budget

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

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		78,000.00	12,051.00	0.00	186,800.00	28,000.00	0.00	304,851.00
Support Services		0.00	0.00	36,000.00	0.00	0.00	0.00	36,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	16,000.00	0.00	0.00	0.00	16,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		78,000.00	12,051.00	52,000.00	186,800.00	28,000.00	0.00	356,851.00
Adjusted Allocation								0.00
Remaining								-356,851.00

Application

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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.

315 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Darwin Lofton
Organizational name of lead applicant: Heir Foce Community School
Unique Identifier (IRN/Fed Tax ID): 000613
Address of lead applicant: 150 W. Grand Ave. Lima, OH 45801
Phone Number of lead applicant: 419-288-9241 Option 1
Email Address of lead applicant: dlofton@heirforcecs.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 (IRN/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 (IRN/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-Patnode, 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 oversight to facilitate tutoring, homework and life skill activities with support 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 contribution 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 Lofton, 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. Her responsibilities include review of lessons plans, observations of teachers on a bi-weekly basis to ensure rapid questioning, teaching in small units of instruction, re-teaching within 24 hours and ensuring the program is being talked about and celebrated within every classroom. Coaching, modeling and discussion with individuals as well as groups of teachers will be used to support the program. Prior experience includes training for the Ohio Teacher Evaluation System to identify effective teaching strategies as well as collaborating with community entities such as The Ohio State University-Lima and the Family and Children First Council on a Family Literacy Night grant. HFCS Academic Advisor, Dr. Willie Heggins, acts as a mentor and provides instructional support through RTI. As an educator with previous professional experience in post-secondary education, he provides practical advice and real life suggestions for achieving goals and obtaining reachable outcomes. He has previous experience in successfully implementing grant funding in Iowa funding multiple after school sites. MVP Coordinator, Londell Smith, has been working in the Lima community for over 15 years in various capacities, successfully implementing new and innovative programs including but not limited to: Lima City Summer Playground Program; Lima City Youth Basketball Program; The Big Day of Serving-Lima; The Star Spangled Spectacular; and the College Success Initiative. He serves as an in-house Mentor at HFCS and acts as a cultural interpreter for many of the participants and their parents, helping them understand how the educational system works, and how to support their child's academic experience. Mangen & Associates will be collaborating with the school to oversee the financial management components of the grant. HFCS has worked successfully with Mangen & Associates for the past 6 years. HFCS was awarded the "Ohio Auditor of State Award" by State Auditor Dave Yost in 2010 & 2011. "Presented to Heir Force Community School - This award is presented for exemplary financial reporting in accordance with generally accepted accounting principles. The citizens you represent are well served by your effective and accountable financial practices." The Ohio State University College of Education rated among the top four programs in the nation in the National Council on Teacher Quality 2013 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-Patnode, 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

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 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. Kadhira 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 places emphasis on teaching the way students learn, focusing on the most essential concepts, assessing and mastering content material during 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. Students complete formative assessments (e.g., exit card) at the conclusion of the class period, if they were exposed to new content. When a student does not earn a "B" (80%) or higher, the student is provided with continuous support through RTI (and/or after school programming). Teachers/staff have 24 hours to reteach and reassess that student. If the student continues to struggle with mastering the content, the student will be afforded the opportunity to receive supplemental instruction after school with MVP for the purposes of enhancing additional academic, social, and professional development. Research has shown that the links between afterschool program participation and educational success enhances greater engagement in learning (i.e., increased competence and sense of oneself as a learner) and higher academic performance (i.e., improved homework completion and quality). The overall wrap around approach has a reciprocal impact on not only the student but for the school as well. This strategy has a direct impact on increased student engagement thereby increasing student achievement. The Win Every Day initiative at HFCS embodies the philosophy that all kids can learn and learn at a high level. Teachers work on developing lessons that are more engaging, 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 an 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 daily 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 environment thereby aiding in student achievement and growth. The final piece in implementing the Win Every Day initiative is making the new school 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 class chant/cheer, visible tracking system to showcase wins students are having based on exit cards, homework, and test scores). Students, teachers and classes will be recognized and celebrated over announcements on 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 by providing a comprehensive 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 reallocation of these dollars will be allocated for classroom resources such as supplies, 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 salary, insurance, and benefits packages offered to new employees. The anticipated result of teachers aiding teacher will be to increase student achievement as was seen the last time we implemented teachers aiding teachers during the 2010-2011 academic year. In that year we earned the most state indicators on our ODE school report card for achievement than any other year in addition to exceeding the valued added measure. We believe that a return to highly qualified teachers aiding other highly qualified teachers will increase student achievement. The addition of professional learning communities (PLC) meeting weekly will provide teachers the opportunity to collaborate across grade levels and/or disciplines and make changes to instruction immediately based on real time data. The combination of the Win Every Day strategies will provide a strategic approach to closing the achievement gap in all subgroups for our students. The use of in house staff to provide professional development also reduces 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 school 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 24 wrap around to reteach and reassess 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 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.
- N/A-see 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 explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).
The Heir Force Community School General Funds will be the primary funding source for the Win Every Day program. Other funds will include Title dollars 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 volunteer in our classrooms. Win Every Day Program expenses include: Stipends/Salaries of \$78,000 for teaching and administrative staff to implement the program; Professional Development in 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 for up to 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 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.
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 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 other administrative staff on how to effectively implement 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 a 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 which is paramount to student achievement. HFCS and MVP/ HFA will be sharing a total cost of \$16,000 for the after school component of the Win Every Day program for transportation, 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 academic 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 to 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 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 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. iPads also allow the school to reduce spending on the upkeep and purchase of printers currently needed for many programs. 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. 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 made for staff in order to maintain the implementation of the win every program and provide future professional development to new staff. HFCS anticipates cost savings over the next 5 years of \$405,473.75 by the following; a. \$77,500 saved by offsetting the cost to provide raises over the next 2 years; b. \$11,973.75 saved in benefits by utilizing existing staff members that aide one another; c. \$100,000 will be saved by reducing the repairs and upgrades; d. \$26,000 will be saved by reducing the outside provider cost; e. \$165,000 will be saved over the course of 5 years by eliminating the need to bring in outside consultants to the school, whereby more relevant professional development will be created and developed by HFCS staff; e. \$25,000 will be saved over the course of 5 years as curriculum and assessments transition to online programs reducing the overall costs for paper and workbooks yearly.

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.

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 future 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. Straight A Funds will allow for the school to implement the Win Every Day Program quicker and more effectively, while providing cost savings for the school over the next 1 to 5 years. Sustainability of the Win Every Day program will come as a result of the general funds of Heir Force Community School, recruitment of students majoring in education from the Ohio State University and the support of local MVP/HFA and the United Way for the after school component of the program.

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

Planning for the Win Every Day initiative began immediately after hearing Dr. Raja, the founder of CREATE, speak at a National Staff Development for Educator (SDE) 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 student input on themes. The creation of class celebrations in the form of chants, songs or movement was completed by the end of September, 2013. 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 deemed at risk will already have been referred to the after school MVP program before the winter break so that they can start immediately. With additional funding from the grant students 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-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. Technology maintenance and upgrades are needed to ensure that programs that the school purchases such as testing 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 OAA scores. OAA scores do not become available until July so the final 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.

There will be many expected changes to HFCS' instructional and organizational practices due to the implementation of Win Every Day. Instructional changes will include student achievement increasing with the shift of becoming more data driven through the use of progress monitoring and accountability regularly. We anticipate a shift in our teacher's perspectives on teaching and learning as they work collaboratively across grade levels and disciplines weekly with the mentality that all students show mastery. A student centered culture with high expectations will be more positive and visible within the classroom environment (e.g. class celebrations and themed classrooms). The implementation of a one to one ratio in technology will provide opportunities for students to learn 21st century technology skills and provide teachers with ongoing real time data to guide their instruction. The organization of HFCS will change with the addition of key staff members including: Math and reading teachers in grades 5th-8th will aide each other 1 period a day, 5 days a week in order to reach all students. This provides highly qualified teachers to aide other highly qualified teachers. Highly qualified instructional aides with teaching licenses, assist in aiding the K-4 classrooms in reading and math on a daily basis. The addition of highly qualified instructional aides also creates the opportunity to have students who require additional reading interventions due to the 3rd grade reading guarantee to be serviced an additional 94 minutes a week in a reduced teacher to student ratio. Academic advisor will provide much needed support to teachers and students by keeping students' on track academically/emotionally (both in and out) of the classroom ensuring accountability. His vision is to work collaboratively with the teachers each day for the purposes of creating an atmosphere conducive for winning. The advisor serves both as a mentor to the student, but also as a champion for the school to help the student see the larger picture of the importance to how a good education is the key to success for the future. MVP coordinator has created a system that engages program participants, students, teachers, mentor/tutors, parents and other community stakeholders for the purpose of enhancing the academic and social success of program participants. His vision is that the program will prove to the community that cultural cohesiveness can be a source of strength. All of the participants benefit from perceiving that they belong to a team of people who really care about, and love one another. HFCS has also implemented the use of early release Wednesdays weekly in order to have PLCs across grade levels and/or disciplines. The school utilizes the use of the curriculum coordinator, as well as teachers to lead and implement effective and research based teaching strategies. MVP works in partnership with the HFCS. The program is designed to support/ increase the academic readiness with emphasis on enhancing their competency in math, science, and reading. The program provides individualized and group help with school assignments with emphasis on mastering content. The program incorporates qualified personnel including but not limited to teachers, volunteers from high schools, education majors from regional universities, and various other professions that provide direct instruction to students. Mentors/Tutors are trained to follow the common core curriculum and state learning objectives for each grade level. Students receive a healthy snack and participate in physical fitness activities, life skill development, and field trips (i.e., local tours, career exploration, college visits, etc.). MVP also sponsors annual field trips for all participants, to provide social, educational and recreational experiences that expose students to the plethora of opportunities both in and outside of their community.

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.

Win Every Day has been a mixed concept initiative using 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 own belief system in their abilities had increased and teachers felt and saw a difference in their own teaching practices and 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 over the CREATE method using a multivariate analysis of variance (MANOVA) by Twin Rivers Unified District Department of Assessment and Accountability, North Highlands, CA, gains were made in math, science and English language arts. "In conclusion, based on the MANOVA test it would appear that Dr. Kadir 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 students' and district's best interest to ensure this occurs." HFCS will replicate this model across all disciplines. Research has shown that quality afterschool programs provide engaging learning activities for the purposes of improving students' academic performance in a safe and supportive environment (U. S. Department of Education, 2003). Many studies conducted over the past two decades point to the links between afterschool program participation and educational success, including: greater engagement in learning (i.e., increased competence and sense of oneself as a learner); and higher academic performance (i.e., improved homework completion and quality). Furthermore, research suggest that afterschool programs can increase educational equity, increase engagement in learning, and build key skills necessary for success in today's economy. A comprehensive report (Fashola, 2008) on effective after-school programs investigated formal and informal programs that varied by location (school based vs. community-based) and type of provider (classroom teachers vs. childcare providers). Results demonstrated that students who attended a formal program that was housed in the

students' school and staffed by either classroom teachers or volunteers connected to the mission/scope of the school outperformed the other groups in mathematics and reading. Fashola recommended, "content taught during the afterschool period must be taught by qualified instructors who are familiar with and can be held accountable for student outcomes." Furthermore, he suggested staffing afterschool 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 positives 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 describing how afterschool programs can result in increased academic 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 by 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/formative 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 differentiated 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 cut down on the cost of bringing in 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 necessary projects. 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 though 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 being measured 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 6 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 valued 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 all 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 9 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 in collaboration with The Ohio State University to develop valid research questions to assess short term and long term objectives in math and reading utilizing the test results of Renaissance Learning Programs (Star Math, Star Reading, 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 develop 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 periods during the week with parental consent. -Star Reading/Math Testing February 3rd-7th -each grade level goal is to be at 80% proficiency (in the 60th 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 80% proficiency (in the 60th 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 additional instruction during RTI or other periods of the day. Teachers are required to document the skill/concept they struggled with, the date 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 evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Darwin Lofton, Executive Director, Heir Force Community School, 10/24/2013