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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:** Building Assets, Reducing Risks

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 is to improve achievement for all students in grades 6-10 by combining teachers' real-time analysis of student data, student asset building, and intensive teacher collaboration to prevent course failure. Building Assets, Reducing Risks integrates these student supports into a school's existing model for addressing nonacademic barriers to learning. A safe and caring school climate is critical for students' social, emotional, and behavioral development and their academic learning.

3. **438 Total Students Impacted:**

4. **4. Lead applicant primary contact:** Provide the following information:
   - First Name, Last Name of contact for lead applicant: Linda Bringman
   - Organizational name of lead applicant: Superintendent of Woodmore Local Schools
   - Unique Identifier (RN/Fed Tax ID): 049577
   - Address of lead applicant: 349 Rice St. P.O. Box 701 Elmore, Ohio 43469
   - Phone Number of lead applicant: 419-862-1060 ext. 100
   - Email Address of lead applicant: ibringman@woodmore.k12.oh.us

5. **Secondary applicant contact:** Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: Kevin Ball
   - Organizational name of secondary applicant: Director of Student Services and Principal of Woodmore Middle School
   - Unique Identifier (RN/Fed Tax ID): 042044
   - Address of secondary applicant: 633 Fremont St. Elmore, Ohio 43416
   - Phone number of secondary applicant: 419-862-2721 ext. 302
   - Email address of secondary applicant: kbball@woodmore.k12.oh.us

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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for all Secondary Applicants in the box below:

   - Kevin Stites: Treasurer/ CFO of Woodmore Local Schools IRN:049577 349 Rice St. P.O. Box 701 Elmore, Ohio 43469 419-862-1060 ext. 102 kstites@woodmore.k12.oh.us
   - Jim Kieper: Principal of Woodmore High School grades 9-12 IRN:042044 633 Fremont St. Elmore, Ohio 43416 419-862-2721 ext. 301 jkieper@woodmore.k12.oh.us
   - Joe Wink: Principal of Woodmore Elementary School grades K-8 IRN:042036 708 W. Main St. Woodville, Ohio 43469 419-862-1070 ext. 201 jwank@woodmore.k12.oh.us
   - Jean Schultz: Library/ Media Teacher IRN: 042044 633 Fremont St. Elmore, Ohio 43416 419-862-2721 ext. 301 jschultz@woodmore.k12.oh.us

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.**

   Woodmore Local Schools has a District Leadership Team as well as two Building Leadership Teams that help manage decisions in regards to the CCIP. Members of the team help write grants for the district under the leadership of Linda Bringman, Superintendent. Woodmore has received a grant for K-3 Literacy with North Point Educational Service Center for a systematic reading program called Wilson Fundations (2013). Woodmore has also applied for the Monsanto Grant (2012). In addition many staff members have applied for their own classroom grants and have received those including reading supplies, pets for the classroom, STEM materials, and certain classroom items.

**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.**

   Building Assets, Reducing Risks was developed as a response to growing concerns among teachers, counselors, and administrators about students who have a history of failure or not living up to their academic potential. Its goal is to increase achievement for all students in grades 6-10 by combining teachers' real-time analysis of student data, student asset building, and intensive teacher collaboration to prevent course failure. Building Assets, Reducing Risks integrates these student supports into a school's existing model for addressing nonacademic barriers to learning. A safe and caring school climate is critical for students' social, emotional, and behavioral development and their academic learning.

   Building Assets, Reducing Risks was developed as a response to growing concerns among teachers, counselors, and administrators about students who have a history of failure or not living up to their academic potential. Its goal is to increase achievement for all students in grades 6-10 by combining teachers' real-time analysis of student data, student asset building, and intensive teacher collaboration to prevent course failure. Building Assets, Reducing Risks integrates these student supports into a school's existing model for addressing nonacademic barriers to learning. A safe and caring school climate is critical for students' social, emotional, and behavioral development and their academic learning.
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.

Describe how it will meet the goal(s) selected above. There are eight strategies to help accomplish these goals. See below for a diagram:

Strategy 1: Provide professional development for teachers, councillors, and others about nonacademic barriers to learning and how the adverse effects of many of these can be reduced through teacher collaboration and the assistance of guidance counselors and administrators. Strategy 2: Alter the school’s master course schedule. The results are groups of 60 to 90 students, depending on class sizes, to which are assigned four core course teachers (Language, Math, Science, and Social Studies). Henceforth in the school year, these four teachers share a common set of students. Strategy 3: Build teacher efficacy in developing a contextual support model that addresses each student’s needs. Strategy 4: Educate and involve parents about Building Assets, Reducing Risks, promoting their support of reform at their school and engaging an advisory group in periodic review of progress with implementation. This process provides administrators with the community support they need for change in the school. Strategy 5: Continue professional development on developing a whole student perspective with school programs, policies, and practices. Students’ developmental assets and school climate are presented as critical to student motivation, particularly for students whose engagement in productive and nonacademic barriers to motivation; these are found commonly among students of color and those lacking English proficiency. Strategy 6: Form and convene Block Teams where teachers use real-time student academic data and a collaborative problem-solving framework to resolve students’ coursework failure. Strategy 7: Guide teachers in presenting social-emotional learning exercises in their classrooms. In these developmental asset-based activities, students recognize their personal strengths and how they can apply these in school and support the assets of other students. Strategy 8: Form and train a “Risk Review Team,” consisting of school administrators, guidance staff, and community representatives who take over intervention of students whom Block Teams are unsuccessful. Other strategies include the early identification of youth at elevated risk for substance abuse and school failure and their referral to strengths-based counseling interventions. Both of these are achieved through weekly risk review meetings with the school’s Building Assets, Reducing Risks coordinator, counselor, staff person overseeing discipline, and student services staff. Monthly teacher/staff meetings are also conducted. This educational model relies on making strengths-based support interventions available during, after, and outside school, with ongoing mandated training for all involved teachers, administrators, and staff. Parental involvement is encouraged through an orientation session for parents when their children start school and a parent advisory group that meets periodically throughout the school year. See attached diagram in the word document page 10.

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 implementation plan. Describe the communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

* Narrative explanation

Pre-Launch Activities: Hire or restructure staff time to allow for a part-time Building Assets, Reducing Risks Coordinator. Put in place all contractual arrangements in place. Secure the necessary Building Assets, Reducing Risks materials. Conduct a two-day Building Assets, Reducing Risks training during professional development. Restructure the school into instructional teams, based on the model developed. Review and revise school policies to enforce school boundaries. Create a plan to obtain and share data on student achievement. Provide a parent orientation to Building Assets, Reducing Risks. Implement the evaluation plan, based on your goals.

Implementation (MM/DD/YYYY): 03/01/2014

* Narrative explanation

Preparation Phase: Orientation/Phase Work with younger grade school teachers and staff to learn about students who will likely need extra support and guidance upon entering the next grade. Provide younger grade students an opportunity to ask questions about the next higher grade to alleviate some transition concerns. Provide trainings to focus on prevention and asset building strategies and how to identify and implement strategies in their classrooms. Other strategies include the early identification of youth at elevated risk for substance abuse and school failure and their referral to strengths-based counseling interventions. Both of these are achieved through weekly risk review meetings with the school’s Building Assets, Reducing Risks coordinator, counselor, staff person overseeing discipline, and student services staff. Monthly teacher/staff meetings are also conducted. This educational model relies on making strengths-based support interventions available during, after, and outside school, with ongoing mandated training for all involved teachers, administrators, and staff. Parental involvement is encouraged through an orientation session for parents when their children start school and a parent advisory group that meets periodically throughout the school year. See attached diagram in the word document page 10.

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.

Budget has been uploaded along with the Financial Impact Table.

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

52,090.00 ** 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, RTI money, local funding, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

For Building Assets, Reducing Risks, the base cost of the package for one school building is $14,000.00, which covers implementation training, consultation, and materials. Base Package per School Building - Building Assets, Reducing Risks cannot be implemented without training. Two trainers will travel to Woodmore Local Schools for the implementation. This intensive two-day program provides training on the theories that undergird the educational model, the eight strategies that must be employed, the research that demonstrates the model’s outcomes, the leadership required for successful implementation, and materials, including Training, Implementation, and Classroom guides. The base package also includes consultation, both before and after training, and shipping and handling. Customary travel expenses that will be covered for the trainer are airfare, travel costs, meals, and lodging. These costs are in addition to the base package or additional training session fees. Three manuals will be used during program implementation. Three copies of the Implementation Guide and 20 copies of the Classroom Guide, along with the Training Manual, are provided in the base cost for Building Assets, Reducing Risks.

15. What new/recurring costs of the innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

3,000.00 ** Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

One expected saving would be the reduction of Virtual Learning Academy (VLA) Classes which would be about $6,450 per class and $2,500 for the VLA Coordinator position.

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

2,500.00 ** Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the cost 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.

This program will help reduce the district costs of not sending students to Penta Career Center as early, not sending behavior students to North Point Educational Service Center, and students will not be referred to your next higher grade. The plan for this grant will provide professional development for all staff. Another way to self-sustain is reduce paraprofessionals, the virtual learning academy coordinator, and teacher burnout rates. The district plans to continue using it for the next 5 years to get accurate data on success for students. Since there is only a one time training need the cost is not necessary to continue year after year. If new staff members come on board the 5 administrators receiving the manuals will be able to train the new staff members.

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.

Narrative explanation: Provide details on the amount of new/recurring costs (annual cost after project is implemented)

Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Summative evaluation (MM/DD/YYYY): 08/25/2014
Implementation Phase: Students complete a questionnaire; appropriate activities are then designed to meet individual student needs. Four core teachers, each teaching one consistent group of 60-80 students, monitoring each student’s progress. Opportunity to revisit roles and responsibilities for a team identity and deal with crises and challenges as they occur. Implement the classroom curriculum (math, language, and social studies) and hold individual meetings with every student to further ensure no student is overlooked. Hold Risk Review meeting to serve the highest need students identified in the weekly team meeting of the core block teachers and staff; school social worker, school counselor, and Building Assets. Reducing Risks coordinator serve as a bridge between this team and the block teams. Provide a mechanism for ongoing training enabling staff to form an identity, discuss student issues, and review classroom curriculum. Offer input regarding implementation, providing a mechanism for parents to communicate with the school about school culture, etc. Respect Retreat: an intensive student peer-to-peer retreat designed to build mutual understanding through improved communication. Monitor implementation, examine student records, and track academic performance, attendance, and disciplinary incidents.

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

Because of the cultural and contextual changes that occur from elementary to secondary settings, many secondary school teachers tend to work in isolation from one another. For example, secondary schools are more distantly located from students’ own neighborhoods, the school physical building layouts emphasize individual classes over community, and secondary teachers spend fewer minutes than elementary teachers do with individual and colleagues. Over time, this physical and emotional isolation can reduce collegiality among staff, which is related to symptoms of depression, exhaustion, reduced empathy, and a lack of feeling of personal accomplishment (Halbesleben, 2006; Mahan et al., 2010). Unfavorable school environments affect students and teachers. Burn-out teachers tend to disengage from the profession, distance themselves emotionally and professionally, and eventually leave the field altogether. Just over 10 percent of new teachers leave the profession after their first year of teaching, of which 75 percent report leaving for reasons other than the non-renewal of teacher contract (Kaiser, 2011). Teacher attrition is particularly high in schools serving economically disadvantaged youth (Hanushek, Kain, and Rivkin, 2004). The problem of teacher burnout and teacher attrition is particularly acute in those highest-need schools, where time for collaboration, access to needed resources to promote student success, and professional support is commensurate with the level of student need, particularly with students of color whose engagement with school may be uncertain. Indeed, in the high-pressure atmosphere of U.S. public schools, supportive collegial relationships help teachers develop and maintain their professional identities, support them through challenging professional and personal experiences, and encourage them to stay in the teaching profession despite high levels of stress. Among the evidence-based recommendations for improving teacher effectiveness and retention is the need to build healthy working environments characterized by supportive teacher relationships (Fuller, 2007). By cultivating supportive relationships among themselves, adults within the school community not only model healthy communication and collaboration skills for students, but also may be more willing and able to nurture relationships that communicate both warmth and high expectations for their students. Building Assets, Reducing Risks explicitly provides opportunities for teachers to collaborate by engaging district and school administrators in an ongoing dialog about innovation leadership, restructuring the school course schedule, and providing extensive training and coaching to teachers on the process of meeting as a team. Support and professional development are designed to reduce teacher isolation, provide opportunities for teachers to learn from one another, and enhance teacher productivity and effectiveness, thereby contributing to student performance. Moreover, by furnishing a system to provide real-time data on student grades and attendance linked with behavior strategies to support student motivation, this model improves the efficiency through which teachers can improve student learning and other educational outcomes.

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.

A longitudinal study at the high school where Building Assets, Reducing Risks was developed shows that this educational model improves student accumulation of credits necessary for graduation. At this Minnesota high school, time-series data indicated that ninth-grade course failure declined substantially after the model was implemented. During the three years before implementation, ninth-grade course failure (in one or more classes) ranged from 44 to 47 percent. During the first year of implementation, that figure dropped to 28 percent, then dropped further to an average of 21 percent in the following five years. These statistically significant gains held steady through school year 2010-11 and then improved again during 2011-12. Building Assets, Reducing Risks is a school-based program built on Search Institute’s Developmental Assets framework. This educational model integrates teacher and student supports into the school by using an asset-building, resilience-based approach to strengthening relationships, increasing student engagement in school and learning, and identifying and intervening with high-need students who are not motivated academically. Findings from analysis of student credit earning in a randomized control trial design combined with successful longitudinal studies suggest that Building Assets, Reducing Risks will have promising impacts on student progress in school. Its performance as a whole-grade intervention is encouraging, when other attempts at school reform have pursued smaller groups of students or have been unable to document success across an entire grade. Implementation success with student of color and with students who are learning English is heartening. Woodmore also hopes to improve its school districts report card, aim for higher test scores academically, have all students improve in value added, increase attendance, behavior, and with the final outcome being a higher graduation rate and being accepted into a college and/or career.

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

Yes

22. If so, how?

Building Assets, Reducing Risks is a program that needs at minimum one year for implementation and up to 5 years to show success and improvement. This program is able to be used in any school district in Ohio to help with the same issues. Woodmore Local School District is facing including graduation rate, attendance, discipline occurrences, how to schedule, collaborate with professionals, and how to help students achieve their best for success.

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

The substantial value and lasting impact that the project will include innovation-oriented leadership, Building Assets, Reducing Risks can be expected to improve course grades, increase credits earned toward graduation, and build academic achievement overall. Time for teachers to meet during the school day so they can engage in the model’s recommended best practices for reducing student failure. Provide ongoing facilitation for Block Teams so their operational effectiveness is assured. Enhance team effectiveness by providing members with access and training on the use of real-time data about student progress. Invest regularly in professional development and in classroom time and activities that create a whole student environment. In such a setting, academic content is presented in a context that recognizes the value of students’ social-emotional lives and the quality of their relationships with teachers.

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.

To achieve this may not be easily benchmarked. The short-term goals include: testing scores, credit recovery, and increased attendance. Long-term goals include: graduation rate, improve value added, and tracking students from grade to grade to find trends in the program with students. Other anticipated outcomes that cannot be measured are to increase staff morale, build confidence in both the staff and students, and for the staff and students to support each other for success.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

Accept Linda Bringman, Superintendent Woodmore Local Schools 10/23/2013