

Budget

Heir Force Community School (000613) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (300)

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		0.00	0.00	0.00	260,346.00	0.00	0.00	260,346.00
Support Services		0.00	0.00	113,378.00	6,090.00	13,495.00	0.00	132,963.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	48,000.00	0.00	0.00	0.00	48,000.00
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		0.00	0.00	161,378.00	266,436.00	13,495.00	0.00	441,309.00
Adjusted Allocation								0.00
Remaining								-441,309.00

Application

Heir Force Community School (000613) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (300)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Win Everyone

2. Executive summary: Please limit your responses to no more than three sentences.

The goal for this initiative is to increase student achievement and utilize a greater share of classroom resources by embedding best practices in effective teaching using 21st century technology skills through a 1:1 ratio of technology with students and incorporating co-teaching models to enhance instruction utilizing licensed, highly qualified teachers. The objective is to provide students' with multiple learning opportunities to show mastery on key concepts achieved within a 24 hour period of time and/or during a topic of study. 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. Weekly progress monitoring specific to current classroom instruction, quarterly standardized testing as well as student/staff surveys will help evaluate the effectiveness of the program.

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

322 3. Total Students Impacted:

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

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

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

5. 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 Force Community School

Address of lead applicant
150 W. Grand Ave.

Phone Number of lead applicant
419-228-9241

Email Address of lead applicant
dlofton@heirforcecs.com

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Despite in class interventions, enrichment, and differentiated instruction, individual student needs are not being fully met as seen on our local report card scores based on the Ohio Achievement Assessments given each year. Our current ODE report card and value added data indicates we continue to get a year or more growth from the majority of our students. However, even with exceeded growth our students are not reaching proficiency levels. To address this need we plan on implementing strategies based on successful programming found in schools in California and Ohio.

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

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. 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. Students will be progress monitored weekly through the use of teacher created surges that contain 4 multiple choice questions and 1 extended response. 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 throughout the school building. Please note that grant funding will not be used to support this aspect of the project. It is being funded through donations and fund raising efforts. Heir Force Community School feels so strongly about these intervention strategies that we are currently piloting many aspects proposed in this grant school wide during the 2013-2014 school year. A more targeted pilot is taking place in 4th grade reading and 5th grade math to provide insight on how to best rollout the full implementation next year.

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

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

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

In 2013 HFCS met 6 out of 14 indicators on the school report card and had a Performance Index of 89.6. With the implementation of these researched based instructional strategies we anticipate the percentage of students meeting grade level expectations to increase significantly for students in all subjects but specifically reading, math and science for grades 3-8. This would in turn increase the number of indicators met and an increase in our performance index. Our school goal is to have a Performance Index of 100 or higher and to meet all 14 indicators on the Ohio Department of Education annual local report card. We anticipate reaching the Performance Index goal by the end of the grant period based on the 2015 ODE school report card. While our school has a history of achieving above average growth for our students according to valued added data we do realize that we have far to go. We will see an increase in our Performance Index right away as we move students up

from limited and basic from previous OAA administrations to proficient, accelerated, and advanced. However, it may take more than 1 year to move a student from limited to proficient or higher. Currently 33% of our K-3 students qualify for reading interventions under the 3rd Grade Reading Guarantee. With the implementation of Win Every Day the percentage of students reading below grade will decrease by at least 50% by the end of the year. The goal will be for all students on Reading Improvement and Monitoring plans to be testing on grade level by the end of the year with additional interventions. By Fall 2016 we anticipate the percentage of students qualifying for 3rd Grade Reading Guarantee to fall below 15%.

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

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Win Every Day will help utilize a greater share of resources in the classroom resulting in cost savings over years. 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 instructional aides at the cost of \$17,000 salary plus benefits. 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 because it creates a smaller teacher to student ratio for 50% of their math and reading time daily. It also allows students to work with teachers who teach that subject above and below their grade level which leads to more targeted skill differentiation based on the educator's expertise. Students working with multiple grade level teachers also provides a support for students as they have the opportunity to work with teachers they are familiar with from previous school years and sets them up for success to work with their next grade level teacher as well. In the 2014-2015 school year all students will also have a scheduled response to intervention time 1-5 times a week based on what tier of RTI they are in. Students with low intervention needs will receive additional targeted instruction at least once a week under the direction of a teacher and/or the use of iPads using online reading and math curriculum already purchased by the school when we adopted new reading and math curriculum in the 2013-2014 school year. Students needing tier 2 and 3 interventions based on standardized test scores (star) as well as teacher/parent recommendations will have RTI 3-5 times a week. The combination of the Win Every Day strategies will provide a strategic approach to closing the achievement gap in all subgroups of our students. RTI periods are supervised by highly qualified teachers of all subjects at different days of the week as well as our academic advisor in order to provide intervention to students in all subjects as needed. iPad implementation will allow the school to utilize all online licenses already purchased with the curriculum purchased in 2013 for Reading grades K-6 and Math grades K-5. We currently are using books and workbooks for students but access to the online version of the curriculum opens up an entire world of resources for students that include videos, games, differentiated activities, test review, study aides, homework, etc...Interactive technology makes learning more engaging and memorable. These tools will change the way learning takes place and homework is completed. It also allows students to receive targeted instruction at their level and allows students to work at a pace appropriate for them.

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

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil

expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

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

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

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

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

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

441,309.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Win Every Day Program expenses include: \$260,346 in instruction supplies in order to provide a 1:1 ratio of technology for our students and teachers K-8 through the use of iPads. This includes 360 iPads with protective cases, keyboards for grades 3-8, and lockable charging lockers. A 3 year warranty is also being purchased to help with repair costs and any manufacturer defects. \$128,752 is being requested to provide support, supplies and services in order to make the necessary technology upgrades to use technology daily in both school buildings (K-2, 3-8). This also provides management software, 12 wireless access points and offsite backup for 3 years. \$48,000 in professional development costs in order to train the entire teaching staff on how to use iPads in the classroom, deconstruct standards with the help of trained experts, as well as use other software programs in the grant in the online capacity. This also provides teacher compensation for 4 days of additional professional development that will need to take place outside of contracted school hours in order to be ready to implement fully. \$4,211 in purchased services in order to use online assessment software through Renaissance learning for both reading and math to track progress. This also provides all students K-8 access to differentiated math practice through a program called accelerated math. 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 work in our classrooms. HFCS already had been working with OSU-Lima to get research approval and were approved on 3-21-14. Please see uploaded documents for the OSU-Research agreement.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Win Every Day will have recurring costs of \$8,494 in FY 18-20 of the grant in order to ensure the use of standardized assessment software for students in grades K-8 as well as ongoing support and management software for the iPads. The maintenance and support costs only appear in the later years of the grant as most support services and warranties for the iPads are being purchased under 3 year contracts. \$4,211 of those recurring costs are for the online standardized testing used to evaluate the program and differentiated instruction in math. That recurring cost appears in all years of the grant. HFCS believes in using progress monitoring throughout the year so that money had already been budgeted into our 5 year forecast for support services.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

51,996.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The implementation of a 1:1 ratio in technology will not only help increase student achievement but will also provide opportunities for cost savings. A reduction of 2 staffing positions by utilizing teachers during RTI periods, lunch duties, and teachers aiding teachers provides a yearly savings of \$39,253 between salaries and benefits. The transition to 1:1 technology will also afford the ability to eliminate the lease on one large printer as printing needs will go down. That will save the school \$2,580 annually. \$2,850 will also be saved on continuous repairs on classroom printers as students will now be able to use the iPads to complete the assignments they formerly printed. HFCS received the classroom printers as a donation from a local company who was upgrading to new printers so the maintenance, paper and toner were the only investment the school had made in them. \$11,596.02 will be saved annually in supplies and materials through the elimination of math and reading workbooks for online versions as well as reduction in paper and copier costs. This grant will provide savings in the amount of \$56,279 in FY 16 and 17. It will provide savings of \$51,996 in FY 18-20 of the grant. So, even with the recurring costs of \$8,494 this grant is providing a cost saving measure for the school and continues to support our efforts of keeping the school financially stable.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project will be sustainable after 5 years due to the cost savings put in place from teachers aiding teachers as well as teachers working 1 lunch duty or RTI period a week that prevents 2 full time aides from needing to be hired with benefits at \$39,253 combined. The school will also be reducing paper, copy and printer repairs and leases across the school in the amount of \$17,026.02 annually. The only incurring costs include the sustainability of the technology and assessment software in the amount of \$8,494. Those recurring costs will be offset by the cost savings from the staff reduction as well as copy, paper and printer reductions. Teachers are the integral part of making this project successful and the 5 year budget of HFCS already includes opportunities for incentive based raises which we anticipate more teachers to receive with the implementation of this grant. The net savings we will incur from this grant will provide opportunities for HFCS to continue to provide iPads for students as enrollment increases as it has done continuously since its inception as a public charter school.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range July 2013-August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Planning phase for the grant has been from July 2013 and will take place until August 2014. The concept for Win Every Day was initially inspired at the National Conference for Differentiation sponsored by Staff Development for Educators (SDE) where the concept CREATE by Dr. Raja was presented. Since then the Executive Director, Director of Education and Curriculum Coordinator have been working to plan the scope and sequence of implementation of the strategies to make it successful. In November of 2013 HFCS began networking with Columbus Preparatory Academy, the #1 ranked Performance Index district in the state of Ohio to share ideas and learn from their success. After visiting their school in January of 2014 HFCS began combining CREATE academy strategies as well as CPA's performance index and surge strategy in a pilot for 4th and 5th grade for the months March, April and May. We are also in the process of securing 2 days of professional development on site at CPA in June with our entire teacher staff to learn how to build high quality "surges" (exit cards that consist

of 4 multiple choice questions and 1 extended response). An anticipated barrier to this is if CPA becomes too busy to continue collaborating with us or if their teaching staff decide not to help facilitate summer professional development. During the course of the 2014 summer we will work on developing : Exit Cards (surges), 24 Hour Wrap Around strategies, create schedule for Teachers Aiding Teachers.

* Anticipated barriers to successful completion of the planning phase

1. Buy In (teacher, students, parents)-teachers will have buy in after additional training and once results begin to be seen. Students and teachers will also be recognized with celebrations when achieving goals and making progress towards them using current fundraising money. Parents will gain buy in after information sessions throughout the year starting with our August Open House, parent teacher conferences, and other media outlets such as letters, phone calls, text messages and facebook. 2. Transitional Staff-if teachers leave mid-year/before the following year typically the person replacing them does not have all the training and background the previous teacher had. In order to prevent turn over the school utilizes mentors and has a committee that plans quarterly social outings for staff get together to help build comradere. 3. Summer PD Attendance-teachers often plan vacations so we are announcing our dates as soon as possible so they can be planned around. 4. Tracking System (ease of use/time constraints) for exit cards, surges and mock OAAs-use of iPads will allow real time data to be entered during class rather than having to wait to track things after class.

18. Implementation - Process to achieve project goals

* Date Range August 2014-May 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

1. iPad-deliver/set up-order and set up complete to start using them by mid-September. 2. Permission slips for research subjects-OSU-will go out at our August Open House. 3. Professional Development-focus on technology/iPad implementation, Scott Foresman training, Harcourt My math training, Accelerated math training will take place in August/September 2014. 4. Quarterly Star math/reading analysis (increase in performance from beginning of the year) 5. Exit Cards & Weekly Surges to calculate class/school P.I.-begin in August 2014. 6. Monthly Mock OAAs to calculate class/school P.I. -begins in September 2014 through April 2015. 7. Parent Communication-weekly newsletter + parent teacher conferences, Open House, 2 Music programs, phonetree, texts, facebook. 8. Student Communication-ongoing feedback from teachers + visual charts hanging in the hallway updated weekly, pre/pst survey from OSU. 9. School to Teacher Communication-professional development and data days build into the academic school year calendar. 10. OSU Communication-ongoing via e-mail, phone, in person. 11. School Board Communication-update given at bi-monthly school board meetings by the Director of Education.

* Anticipated barriers to successful completion of the implementation phase.

1. Student Morale-we realize student morale may go down during the initial phases of implementation after initial mock OAAs or other assessments. However, that is why we have the MVP coordinator and Academic Advisor role in place to provide guidance and support for students in addition to support from their teachers. Also, HFCS plans to use fundraising dollars to provide quarterly incentives for students who achieve their goals and/or make growth toward their goals. 2. Transitional Students-students who come to HFCS part way through the year often are missing key pieces of instruction and are multiple years behind and may find the pace of instruction intimidating. However, the use of differentiation helps these students adjust quickly. 3. Technology Implementation-there can always be delays with technology from things such as items not being in stock. HFCS has worked closely with their tech team to try and troubleshoot any areas needing upgrades in order to make such a large technology implementation successful. 4. Staff Comfort Level with Technology-not all staff are as comfortable with technology as others. That is why it is critical that we provide the necessary professional development opportunities available in order to ensure they feel comfortable. 5. Availability of training to be scheduled in August/September on short notice-solution will be to stagger the professional development sessions with a goal of having them all completed by mid-year.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range April 2015-August 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Summative evaluation will take place in April 2015 through the use of Star assessment data as well as in June 2015 when school report card data is released. OSU will be conducting the research throughout the school year and presenting their findings in the summer of 2015. However, we are evaluating aspects of the program's effectiveness starting this school year through the implementation of pilots. We plan on evaluating the program's effectiveness in the following ways: 1. Weekly surge goals for each class of a 100 performance index (we should see this score go up throughout the course of the year) 2. Monthly Mock OAA goals for each class of a 100 performance index (we should see this score up throughout the course of the year) 3. Star Math/Reading-summative goal is that 85% of our students in each grade level will be performing in the 60% percentile rank or higher by the end of the school year. Since this is a quarterly testing and different grades will start the year with different percentages we hope to see a gain during each testing period. 4. Students will complete pre and post surveys created by OSU 5. Monthly focus group discussions with students during lunch times to get student feedback. 6. Analyze ODE school report card data in June 2015 once released to evaluate if we met value added and indicator goals.

* Anticipated barriers to successful completion of the summative evaluation phase.

One barrier we anticipate with summative evaluation is student bias during focus group or pre/post surveys. Bias may occur for many reasons. Another anticipated barrier could be poor testing conditions during any of our testing periods due to tech failure, inclement weather, student home life conditions such as a death in the family, etc...Some things you can plan for, i.e. consulting with our tech team to plan for tech issues and utilizing iPads in the case of inclement weather. When students are dealing with home life conditions again that is when we utilize positions such MVP coordinator and Academic Advisor as essential team members to provide a safe place for students to talk and they can help students and families connect with other community resources outside of school that can provide assistance in certain cases.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes

should be realistic and significant in moving the institution forward.

Please enter your response below:

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 our 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: Highly qualified teachers, in math and reading in grades 5th-8th will aide each other 1 period a day, 5 days a week in order to reach all students. 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 100 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. MVP is a school sponsored program of HFCS. The program is designed to support/ increase the academic readiness with emphasis on enhancing student's 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 have a background in 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. (HFCS in partnership with Heir Force Academy have agreed to fund this portion of the program which is not requested for funding through this grant)

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

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. Kadhrr 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., entry card/exit card) during class period. If students do not have a clear understanding of the content this provides the teacher with invaluable information to adjust their teaching. Teachers/staff have 24 hours to reteach and reassess that student. 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 additional piece to Win Every Day is the school wide tracking of our Performance Index (P.I.). The following practices are based on initiatives implemented by the highest ranked school in the state according to the Performance Index, Columbus Preparatory Academy in Columbus, OH. In order to calculate our P.I. all teachers grades K-8 will implement weekly surges and mock OAs quarterly in order to assess the effectiveness of the instruction taking place. The data will be used to provide information on which specific standards and skills have not been mastered. This will enable us to pinpoint which areas need additional instructional support school wide. Students will complete a weekly assessment HFCS is calling a surge that is modeled after Columbus Preparatory Academy in Columbus, OH who implements scrimmages (surges) weekly. The surge is designed by the teacher in collaboration with the teachers above and below their grade level after reviewing the deconstructed standard they are planning on teaching. The surge will consist of 4 multiple choice and 1 extended response question with similar wording to standardized tests such as the Ohio Achievement Assessments. Student's scores will be calculated and transferred into a rating of Advanced, Accelerated, Proficient, Basic or Limited which will be on display in the hallway of the school. Student's names will not be on display. Each student will have a picture or symbol that represents them that only they and their teacher as well as administration at the school are made aware of. The school goal is that each class will achieve a score of 100 or higher on the performance index. 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.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

HFCS plans to evaluate the impact of the Win Every Day both internally through the use of increased scores in Star assessment data and externally using increased scores in the value added and performance index components on our local school report card published annually. Amy Langhals (alanghals@heirforcecs.com) will be analyzing star assessment data, surges, and performance index scores. Dr. Leah Herner-Patnode (herner-patnode.1@osu.edu) will be conducting external OSU research. 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 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. This data will be used to target interventions for students who are not showing average growth and/or proficiency. The goal is for 85% of each grade level to be scoring in the 60th percentile rank or higher in reading and math. Students will also be expected to grow at least 8 months of growth during the school year regardless of their percentile rank. This ensures that even our most advanced students who are in the 90th percentile rank are still being challenged to grow and learn. Data will be analyzed during data days and 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.

* 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 project's progress).

Progress toward short and long term goals will be measured through the monitoring of performance index scores during weekly surges and monthly mock OAAs. The use of exit cards as needed by teachers when teaching new topics provides the wrap around strategy to catch students before they fall behind. The combination of using all these methods together will increase our overall performance index as the year progresses. Our current performance index rating is 89.769 and our goal next year is to achieve 100. The performance index score is calculated by grading the surges and mock OAAs and then assigning a value to their score for Advanced, Accelerated, Proficient, Basic or Limited that can then be translated into the performance index score. These will be tracked on a shareable excel file that all teachers have access to. Our current formula for this does place more value on the extended response question than the multiple choice as we know that is an area our students struggle in. This will make them realize the importance of the extended response questions. Star math and star reading will also be used quarterly as a way to measure how students are performing on an online standardized test that also provides instructional planning resources for teachers to use for differentiation. The goal is for 85% of each grade level to be scoring in the 60th percentile rank or higher in reading and math. We anticipate seeing an additional 10% of each grade level to meet proficiency during each testing period after the initial screening in August/September.

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

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. 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).

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

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

Please enter your response below.

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. Tablets 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 tablets will now allow in house service on the school server and its' continuing upkeep to be reduced permanently. Use of tablets 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 17,026.02 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 technology costs 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. The allocation of teachers aiding teachers in classrooms and assisting with RTI and lunch duties also is a cost saving measure in the amount of \$39,253. The money that will be saved is more than enough to offset the recurring costs and provide net savings which then can be used to continue to upgrade after the grant is even over. It also provides opportunity to purchase additional iPads as our school enrollment increases during each additional year of the grant. Equipping our students with state of the art technology such as iPads enables our teachers to engage each and every learner based on their learning style, interests and skill level. Learning with mobile technology (i.e, iPads) allows students to expand discussion and investigation beyond the walls of the classroom. One of the principle features of mobile learning is the flexibility for students to engage in the educational process and material anywhere at any time (Dew, 2010). This medium enables students to collaborate and create knowledge and to interact with a larger range of content. With innovative instructional design, iPads work especially well with inquiry or problem based learning. In essence, iPads are like personal electronic whiteboards. By creating app folders with a variety of content and creativity resources, students can use the iPad to answer questions and build knowledge. According to Bennett (2012), iPads are so intuitive that kindergarten students need little or no instruction on how to manipulate the device. Bennett (2012) also contends that iPads can also deliver content in an interactive way, offer easy access to the web, and are less of a hassle for your IT department because the apps are updated automatically across devices.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

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 being measured on the school report cards in the 2007-2008 school year. The other 2 years HFCS met the value added criteria, when many schools such as 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, reading. On the 2012-2013 school report card HFCS met 6 of the 14 indicators. HFCS' goal is to meet all 14 indicators, with an increase of 8 indicators by the end of the 2018-2019 school year. 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 to achieve this goal.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

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. HFCS is also utilizing a greater share of resources in the classroom by creating a school schedule that is conducive to putting as many highly qualified teachers in front of students for instruction as often as possible. Adjusting the school schedule in order to facilitate teachers aiding teachers puts the 2 most valuable assets a school has, a student and teacher, together in a smaller teacher to student ratio. This co-teaching model allows opportunities for small group work, targeted instruction, and advanced differentiation.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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

* Explain your response

Win Every Day can be replicated in other districts by the following: 1. Embrace the concept that all kids can achieve at a high level 2. Create stakeholder buy in to the vision of Win Every Day 3. Provide professional development over effective formative assessments for all subjects & grade levels (can use Battelle for Kids Ohio-free resource) 4. Demonstrate rapid fire questioning techniques to enhance instruction 5. Develop a system to document student limitations in subject areas to be referred for additional instruction (this can be shared by HFCS) 6. Create a block of instruction for RTI in daily schedule (what can be cut in student's best interests at discretion of each district) 7. Share lessons learned with other districts in a summary after the study has concluded based on the OSU evaluation. 8. Build a transformative student learning environment utilizing technology to increase student achievement based on the Performance Index and Value Added as shown on the annual local report card The planning and training required for full implementation for Win Every Day may take a school district 6 months to a year of planning ahead of time to make sure they are adequately staffed in case any positions need to be moved around. This also provides them with the time necessary to train staff on the vision and instructional strategies. However, we believe with the right attitude and the mentality of no excuses it will be manageable to replicate Win Every Day in other school districts.

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

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

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Consortium

Heir Force Community School (000613) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Heir Force Community School (000613) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Leah	Herner-Patnode	419-995-8122	herner-patnode.1@osu.edu	The Ohio State University at Lima		4240 Campus Drive, , Lima, OH, 45804	

Implementation Team

Heir Force Community School (000613) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Darwin	Lofton	Executive Director	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.	HFCS, Executive Director, Darwin Lofton, has been with the school for 9 years. He has a Bachelor of Business degree with an emphasis in marketing.	Successfully oversaw the development of a \$500,000 "Charter School Program" grant.	
Willie	Heggins	Academic Advisor	HFCS Academic Advisor, Dr. Willie Heggins, acts as a mentor and provides direct 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.	Dr. Heggins has a doctoral degree in higher education.	He has previous experience in successfully implementing grant funding in Iowa funding multiple after school sites.	
Leah	Herner-Patnod	OSU Research	Dr. Leah Herner-Patnode, 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 the most effective research questions and collect valid and reliable data before, during, and post implementation to measure the effectiveness of the program. The data will be used to determine how effective the program is and support implementation in other school districts in Ohio.	Dr. Herner-Patnode has an EDD in special education from Wat UNLV Las Vegas. She is currently an assistant professor at OSU-Lima as well as the Academic Program Coordinator for the Education department.	Dr. Herner-Patnode has worked on multiple internal action research grants from OSU-Lima and has worked on research for National Science Foundation grants.	
Amy	Langhals	Curriculum Coordinator	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.	Amy Langhals has a Master's degree in Early Childhood Education and holds a current teaching license age three to grade 3. She has 4 years of successful classroom teaching experience both out of state and in state. She has taken training for the OTES (Ohio Teacher Evaluation System) to identify effective teaching strategies.	Prior experience include adjunct lecturer for multiple reading courses for pre-service teachers at OSU-Lima. She has successfully written and received funding from the Martha Holden Jennings Foundation 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.	
Londell	Smith	MVP Coordinator	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. He also serves as a liaison for the school and after school program run by Heir Force Academy Daycare that is not funded through this grant but still provides	Londell Smith has a Bachelor of Arts in Technology and a Master of Organizational Management degree.	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	

academic support for HFCS
students in need.

Serving-Lima; The Star
Spangled Spectacular; and
the College Success
Initiative.