

Budget

Hilliard City (047019) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (39)

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		21,500.00	0.00	13,500.00	15,000.00	0.00	0.00	50,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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		21,500.00	0.00	13,500.00	15,000.00	0.00	0.00	50,000.00
Adjusted Allocation								0.00
Remaining								-50,000.00

Application

Hilliard City (047019) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (39)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Freshman Focus - (Freshman Transition Program)

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

Our Freshman Focus Program is a transition program that helps our incoming eighth graders make a smooth transition into high school. Our program starts the week prior to school actually starting. We bring our freshman in for 3 days from 8am-1pm and do a multitude of activities. Day 1 includes a Motivational Speaker; A Meet the Principals Q&A Session, Team Building Activities and Handbook Highlight/Online Safety Session . On Day 2, our students receive their Student ID's, Books and lockers. Also included in day 2 is a pizza lunch where the students get a chance to walk through the food lines and checkout lines so they are knowledgeable about how to navigate the cafeteria on the first day of school. Day 3 our students get to walk their schedules and the day concludes with a massive pep rally that ends with the students receiving a blue class shirt that signifies their entry into the freshman class and part of the Hilliard Davidson Family. Along with transitioning our eighth graders into high school, a piece that has also been incorporated is a chance to get our freshman tested in both the SRI and SMI to provide our teachers the greatest amount of time to get to know their students before ever having them in class. Freshman Focus continues throughout the entire year. During the first semester, we have a set curriculum that ranges from study habits and cyber-bullying to test taking skills and career surveys. The students even have discussion on items such as our Homecoming Dance and the expectations of those who attend. The students meet Mon.-Thurs. during the first semester for the first twenty minutes of their lunch. During the second semester, the students continue to meet during the same time, but now the period is devoted to intervention where the students can receive additional help from their teachers. We firmly believe in this transition program and feel it has contributed to the overall climate of our school, but even more importantly the success of our freshman.

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.

450 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 type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input checked="" 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
Nathan Bobek

Organizational name of lead applicant
Hilliard Davidson High School

Address of lead applicant
5100 Davidson Rd, Hilliard, OH 43026

Phone Number of lead applicant
614-921-7208

Email Address of lead applicant
nathan_bobek@hboe.org

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

The current state of the program and problem to be solved is the funding of the program. Currently, we are in the thirteenth year of the program. When the program was first implemented, Hilliard Davidson had received a SLCBA (Smaller Learning Communities for Better Achievement). That grant has now since concluded for two years. Prior to it reaching fulfillment, we were very resourceful and diligent to make sure we had monies to continue the program. Our main issue is that we are now at a critical level of funding for our Transition Program. This past year we had to make substantial cuts in the program. These cuts stem from the Concluding Pep Assembly Awards, to taking away two days of lunches we used to supply and use as a way for our incoming freshman to bond with teachers, staff, other students and their Focus Leaders (These are upper classman - Jr.'s and Sr.'s). As the years go by, prices do not go down, they go up. With this, so has the cost of our Motivational Speaker, the Welcome Video and the food we purchase for lunches. These may seem like trivial items, but in the whole scheme of the program they are huge. These are critical pieces that we try to provide with the other activities we do to allow our incoming freshman to simply relax and familiarize themselves with Davidson and each other. Throughout this entire cutback process, we have tried to protect the core of the program which is the content delivered by teachers and student leaders during the three days of camp. As it stands now, this school year 2014-2015 will probably be the last time we have the camp for the entire three days. If we have to cut days of camp, we will lose content which will be very disheartening. It is our goal to keep it the same and also return it to the way it was two years ago.

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

N/A

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.)

Since the inception of the program thirteen years ago, our Freshman Focus Transition Program has become embedded within the Davidson culture. It continues to be a thorough three-day orientation camp, taught by upperclassman trained Focus Leaders and Focus Teachers. This three-day camp which is followed by a yearlong program (1st Semester specific content/2nd Semester specific intervention) continues to provide freshman with resources, education and assistance during the high school transition process. Our freshman Focus data reflects that both students and staff truly enjoy participating in the Interdisciplinary units and believe that the social impact and feelings of connectedness to Hilliard Davidson have been heightened as result of being part of one of our fifteen freshman Focus classes. It provides a sense of community, safety and allows freshman to become active member of the entire Hilliard Davidson Population. The proof of our success this far can be seen in the overall freshman/building attendance, low number of retentions at the end of their freshman year, the overall climate of Hilliard Davidson and our graduation rate that continues to average in the mid-to high 90th percentile.

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.)

As of two years ago, our SLCBA grant had reached its completion. In doing so, this forced our administration to get creative and resourceful in order to be able to continue the Focus program. Two things have since occurred: 1.) Funds that have been previously used for programming such as PD have had to be reallocated to fund the Focus Program. Similarly, funds had to be reallocated within the program itself. In order to keep the transition camp the full three days, certain aspects/activities had to be sacrificed. Even with creativity and resourcefulness, the transition camp is in jeopardy of having to make further cuts that will affect the programming and length of camp. This transition program in its entirety which includes the Intramural Program that is used as a way for all students, not just Freshman, to meet each other and make connections to the school total \$50,000. As stated previously, through creativeness and resourcefulness, specific changes have been made

to in order to continue to be successful. However, for the upcoming 2014-2015 school year, this may not be the case. If able to obtain a grant, Hilliard Davidson will be able to reallocate money totaling approx. \$90,000 over the next five years. In other words, the monies that have been reallocated can be put back and used in the way they have been intended to be used since the Transition Program started thirteen years ago.

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.)

N/A

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.)

N/A

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.

50,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget can be broken up into three major components. Each of those components can be broken down into further individual components. The first major component is Purchased Services. In this particular component, there are four subgroups. The first piece deals with our Motivational Speaker and his team. Our Motivational speaker is a member of the Bowers Success Development team. We have the program ready to go, but Chris and his team are in charge of facilitating it. Our three day camp is broken into multiple segments many of which are run by Chris, his team, Focus Teachers and Focus Leaders. They do an excellent job and he gets our students charged up and ready to go participate in the camp. This camp takes place the week before school even gets started. However, Chris and his team are not done after camp. They return in April to check on the students' progress as well as get our students "geared" up for the end of the school year.

This takes place in the fourth quarter of the second semester about three-four weeks before the end of school. It is an excellent culminating activity that brings the entire freshman class full circle and gives them a boost of confidence as they get ready for finals and entry into their Sophomore year. Along with this piece, we also purchase services from Flyer's Pizza who supply the food for the second day of camp when our students learn how to go through the cafeteria lines. During this day the students are supplied tickets that serve as "their money." They use the ticket to proceed through the line and experience how the line functions. This way on day one of school, they have it down which takes the anxiety out of the lunch period. The last piece of the Purchased services comes from the class shirts that are supplied by Powell Prints. At the beginning of camp, we place every student on a team (red, yellow, blue green). They stay on these teams all three days as they "compete" for points to see which team will accumulate the most points by the end of the three days. At the conclusion of camp on day three, when the students exit the building, they are given a class shirt which signifies their togetherness as a class and as a member of the Davidson family. These shirts particularly come in handy during the first football game where most of our freshmen class wears their shirts. For many, this is the first Davidson shirt they own. It is an awesome sight to see the first Friday of school. The second component deals with supplies and materials. If there is any place where there can be a fluctuation in cost, it would occur here. We buy supplies from G.F.S Market Place (food), Sam's Club (drinks) and Wal-Mart (workshop/camp supplies). These supplies USED to go for the lunches we liked to provide on Monday and Wednesday of camp. This is the one area we no longer utilize due to lack of funds. This past year 2013-2014 was the first year we did not provide lunch on Monday and Wednesday and we purchased no new supplies from Wal-Mart. This expense was absorbed by funds elsewhere. Although it may not seem like major cuts, it did take away from certain aspects of the camp. We would like to bring these components back. The last component deals with salary and wages. Other than paying Bowers Success Development, we do pay our fifteen teachers that help facilitate camp. Similarly, we also like to pay our teachers that help us lead intramural activities. Currently we have nine activities that include approximately 350 students. Our activities stem from 3-on-3 basketball to Billiards to Frisbee Golf and even Horseback Riding. It is a very successful program that provides students a chance to get involved in school. If we are unable to provide them with some type of compensation, we may lose some of our Focus Teachers and Intramural Leaders as these are both areas that require extra time away from family. These folks do it because they love it and they see the benefits of what they are doing.

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.

Over the past thirteen years, our costs have risen, but not to the point of not being able to continue our program the way it has been since the beginning. Even though our grant has been done for two years, we were still able to make minimal changes because we compensated for the loss in funds, but we do not foresee that being the case for upcoming year. We have been diligent, resourceful, creative and very responsible with the funds that we were provided from the previous grant. If given the approval for a new grant, this will allow us not only to maintain our current program, but continue to refine our program and make it better. Put simply, we care about our students and we want to provide them with the best high school experience we can. The Focus program is worth its weight in gold and we do not want to lose any more components of this tremendous program.

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.

0.00 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

There will not be any true savings, just the reallocation of funds that we had to use and move around in order to keep the Focus program running at its current level. With that being said, we are in jeopardy of having to make more cuts to the program that may result in the overall effectiveness of the program. In the monies that were reallocated, if tallied up for the next five years, at least \$90,000 will be able to be used for what it had been originally been budgeted.

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 sustain itself as it has in the past. With careful planning and use of funds, we will be able to allocate the money to the correct areas in the program. This is how we have operated in the past and will continue to do so in the future. We use what we need, but do not over spend. We make sure to budget for every component of the financial planning. Likewise, this is a FREE camp and program for our freshmen. They are not charged a single penny for any aspect of the program. All they have to do is simply show up. We like it this way and will continue to operate this way as to make it welcoming for students of every different economic background. Every student is treated and considered equal when they walk through our doors on the first day of camp.

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 01/2014-05/2014

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

As explained above, getting/keeping our transition program cutting edge starts the second week in January when we return from winter break. Starting in January, there is a Focus Committee that is led by the administrator in charge of the entire program. The goal at the start of each year is to examine the program and look at items that may need tweaked or changed. These take place each month until the end of school. This gives us a chance to do what we need to do when it comes to any changes we feel may be needed. Likewise, the committee meets on a regular basis in April of every year to ensure the proper process is taking place in order to select our Focus Leaders. Once we get to May and the end of school, we are confident in our Student leaders and the program we will provide the students when they enter our doors in August.

* Anticipated barriers to successful completion of the planning phase

As far as barriers, we know them inside and out since our program is not new. The barriers are teacher selection, student leader selection and of course the main issue, funding. We have an excellent selection process for both teachers and student leaders, it is the funding that continues to be an area of concern.

18. Implementation - Process to achieve project goals

* Date Range 01/2014-05/2014

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

January - May 2014 - Committee meets to review the year in Focus. April 2014 - Application process/interviews begin. End of April 2014 - Focus Leaders Announced. May 2014 - Meet with all Focus leaders to discuss timeline for the summer. End of May 2014 - Administrator meets with "Newbies" and provides training. June 2014-July 2014 - Focus Leaders are placed with Focus Teachers. August 10th 2014 - Leadership Training led by Focus Teachers takes place. All leaders - (Newbies and Returners) participate. August 11th 2014-13th 2014 - Focus program begins with three day camp. August 19th 2014 -December 19th 2014 - Focus program takes place throughout the school year. The first twenty minutes of lunch. January 6th 2015 - May 2015 - 2nd Semester Focus Intervention takes place. End of May 2015 - Our freshmen complete the program and become sophomores.

* Anticipated barriers to successful completion of the implementation phase.

As far as barriers, we know them inside and out since our program is not new. The barriers are teacher selection, student leader selection and of course the main issue, funding. We have an excellent selection process for both teachers and student leaders, it is the funding that continues to be an area of concern.

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

* Date Range 08/2014-05/2015

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

As outlined in prior questions, the success of the program rests in three main areas. 1.) How well our Freshmen transition into Hilliard Davidson. Major indicators take the form of attendance, grades, behavior and successful completion of their Freshmen year. 2.) The overall climate of Hilliard Davidson. How the students of Hilliard Davidson - all grade levels - treat each other, take pride in their school and their desire to succeed in high school. 3.) The graduation rate of our Seniors. Most Freshmen know by October of their Freshman year if they are going to stick it out for the four years of high school.

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

As far as barriers, we know them inside and out since our program is not new. The barriers are teacher selection, student leader selection and of course the main issue, funding. We have an excellent selection process for both teachers and student leaders, it is the funding that continues to be an area of concern.

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:

The changes that will take place will be the return of the pieces of the Focus Program that had to be eliminated this year as well as the maintaining of the program for years to come.

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.

Before being implemented thirteen years ago, our Freshmen were, simply put, not valued members of the Davidson family. Both teachers and upperclassman alike were hesitant to interact with the incoming Freshmen. This of course took away from the overall experience of the Freshmen year in high school. It created problems with attendance, retention rates and the overall sense of family in our building. Simply put, it was not an optimal setting for an incoming Freshmen student. With the addition of our Freshman Focus Transition Program we have seen tremendous growth in teachers, upperclassmen and the continued success of our Freshmen. It is now part of the Davidson culture as can be seen with the success of our Freshmen and the desire of upperclassmen to want to "give back" and become Focus Leaders. Our Freshman Focus data reflects that both students and staff truly enjoy participating in the Interdisciplinary units and believe that the social impact and feelings of connectedness to Hilliard Davidson have been heightened as result of being part of one of our 15 Freshman Focus Classes. It provides a sense of community, safety and an active membership of the entire Freshman Class. The proof of our success this far can be seen in attendance rates, the low number of retentions at the end of each year and graduation rates.

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.

John Bandow - Head Principal Lauren Schmidt - Assistant Principal 5100 Davidson Rd. Hilliard, OH 43026

* 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).

Starting in January, there is a Focus committee that is led by the administrator in charge of the entire program. The goal at the start of each year is to examine the program and look at items that may need tweaked or changed. These take place each month until the end of school. This gives us a chance to do what we need to do when it comes to any changes we feel may be needed. Likewise, the committee meets on a regular basis in April of every year to ensure the proper process is taking place in order to select our Focus leaders. Once we get to May and the end of school, we are confident in our Student leaders and the program we will provide the students when they enter our doors in August. In addition to this, our Freshman will complete a survey provided to them at the completion of their Freshman year. Congruently, our Seniors

also complete an exit survey that includes details of their overall high school experience and their thoughts on how the Focus program contributed to their success at Hilliard Davidson.

* 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.

Based on the feedback of Focus Teachers, Focus leaders and students, an overall composite analysis of the transition program will take place in the meetings that are conducted from January through May.

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.

Since the inception of the program 13 years ago, our Freshman Focus Transition Program has become embedded within the Davidson culture. It continues to be a thorough three-day orientation camp, taught by upperclassman trained Focus Leaders and Focus Teachers. This three-day camp which is followed by a yearlong program(1st Semester specific content/2nd Semester specific intervention) continues to provide freshman with resources, education and assistance during the high school transition process. Our Freshman Focus data reflects that both students and staff truly enjoy participating in the Interdisciplinary units and believe that the social impact and feelings of connectedness to Hilliard Davidson have been heightened as result of being part of one of our 15 Freshman Focus Classes. It provides a sense of community, safety and an active membership of the entire Freshman Class. The proof of our success this far can be seen in the attendance rates, low number of retentions at the end of each year and the graduation rate of our Seniors.

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

Our Freshmen Focus transition is not new to Hilliard Davidson. It has been in our building for thirteen years. The Freshman Focus Transition Program has become embedded within the Davidson culture. It starts with a thorough three-day orientation camp, taught by upperclassman trained Focus Leaders and Focus Teachers. The program is continued into the school with a yearlong program(1st Semester specific content/2nd Semester specific intervention) to provide freshman with resources, education and assistance during the high school transition process. Data is collected throughout the year by both teachers and student leaders. This data takes the forms of: 1.) Student Attendance - Our current attendance rate for Freshmen is 95.06% for the semester and 94.6% for the entire student body grades 9-12. 2.) Retention rate - of Freshmen from the 2010-2011 school year to date is 4.6% that is a total of approx. 80 students out of the 1,7743 that have walked through our doors. 3.) Graduation Rate - The last data point we look at is the average graduation over the past thirteen years the program has been established. Current data shows we went from 86% in the beginning to 93.1% last year. 4.) Senior exit survey - which provides feedback for the Focus Committee to evaluate each year and make the necessary changes.

* Spending Reduction in the five-year fiscal forecast

As of two years ago, our SLCBA grant had reached its completion. In doing so, this forced our administration to get creative and resourceful in order to be able continue the Focus program. Two things have since occurred: 1.) Funds that have been previously used for programming such as PD have had to be reallocated to fund the Focus Program. Similarly, funds had to be reallocated within the program itself. In order to keep the transition camp the full three days, certain aspects/activities had to be sacrificed. Even with creativity and resourcefulness, the transition camp is in jeopardy of having to make further cuts that will affect the programming and length of camp. This transition program in its entirety which includes the Intramural Program that is used as a way for all students, not just Freshman, to meet each other and make connections to the school total \$50,000. As stated previously, through creativeness and resourcefulness, specific changes have been made to in order to continue to be successful. However, for the upcoming 2014-2015 school year, that may not be the case. If able to obtain a grant, Hilliard Davidson will be able to reallocate money totaling approx. \$90,000 over the next five years.

* Utilization of a greater share of resources in the classroom

N/A

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

The positive outcomes that we have seen over the 13 years of the program are time tested. Hilliard Davidson at the inception of the program was an good school, but has since become a place where we have a successful academic program, a successful athletic program, successful performing arts program and a school where our student body is not only excepting of Freshmen, but also every other socioeconomic and ethnic group that walk the halls. If one were to interview administration, teachers and students alike, the response and success of the program will resonate throughout.

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

It has been - we were the creators of it, and have been used as a model by multiple districts in oh and neighboring states.

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).

I Accept Susanne Lintz Director, Data & Accountability Hilliard City Schools 4/15/2014

Consortium Contacts

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

Partnerships

Hilliard City (047019) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Hilliard City (047019) - Franklin 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
Nathan	Bobek	Assistant Principal	The administration takes great pride in this program and see the success it has had over the years and we make sure to ensure that success every step of the way. The first step starts with our teachers.	The administration has been doing this program for several years and know what to anticipate and plan for.	The administration has been doing this program for several years and know what to anticipate and plan for.	
Teaching	Staff	Teachers	We have very carefully selected the teachers to lead our Freshman through this program. They have been hand-selected and have a done a great job over the years. They take personal pride in the program and the students they serve through this program. Likewise, these teachers are on teams. Students have the same group of teachers throughout the year so the team of teachers can focus on their particular group of students. This provides familiarity for parents, students and staff.	Taking personal pride in the program and the students they serve.	Many of them have experience with this program in previous years.	
Student	Leaders	Student Leaders	The applicants must progress through a three-step process. Step one is the application. The application is extensive and is used by our Focus Committee as a way to find the best candidates for our program. The committee is comprised of current Focus Teachers. This allows our teachers to make sure they are selecting the correct student leaders for the job. Once the applications are sorted and a group of students has been decided upon, they must then go through a formal interview with current Focus Teachers. Once the interviews are complete, the sixty leaders are chosen.	This group is also comprised of two groups. The first group is known as our "Newbies," these are students becoming leaders for the first time. The second group is considered returners. These are student leaders who are selected for a second year of being a leader. Newbies must then go through another two-step process. They must attend a mandatory training that takes place before summer and a leadership training that is facilitated by Focus Teachers the Sunday before the first day of camp. Likewise, the returners must also go through the leadership training.	They should have demonstrated leadership abilities and qualities before and during the interview process.	