## Budget

Celina City (043729) - Mercer County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (59)

**U.S.A.S. Fund #: 466**  
**Plus/Minus Sheet (opens new window)**

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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|                          | Adjusted Allocation |          | Remaining                  | -750,000.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Leader In Me

2. Project Tweet: Please limit your responses to 140 characters.
We have investigated The Leader In Me programming from Franklin Covey. It is based on "The 7 Habits of Highly Effective People." This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.
This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

We have witnessed first-hand that the Leader In Me schools make themselves open and inviting to others who are interested in the program. We plan to be a flagship school in west-central Ohio, creating in our schools the ability to model elite initiatives and empower our students to be leaders in the schools, and future leaders of the community. We will begin Year One of the program in our Intermediate School, which includes our 5th and 6th grade students. We will spread the program to include buildings in grades K - 8 in year 2. In Year 3 we will grow the program to include the students in our pre-school and in our grade 9 through 12 high school. This will allow our staff and students to continue to complete school visitations to create a district wide buy-in to all aspects of this empowering program.

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

First and last name of contact for lead applicant
Kenneth Schmiesing

Organizational name of lead applicant
Celina City Schools

Address of lead applicant
585 E. Livingston St., Celina, Ohio 45822

Phone Number of lead applicant
419-586-8300 (Extension 1002)

Email Address of lead applicant
ken.schmiesing@celinaschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

We will develop leadership qualities that local industries desire. Our avenue for carrying this process out is the "Leader in Me" programming. It is based on Stephen Covey's "The Seven Habits of Highly Effective People." The Leader in Me is a whole-school transformation process that teaches 21st century leadership and life skills to K-12 students and creates a culture of student empowerment based on the idea that every child can be a leader. Students learn how to become self-reliant, manage their emotions, set and track goals, do their homework, prioritize their time, increase interpersonal skills such as resolving conflicts and interacting well with others and develop the skills and self-confidence to successfully lead their lives. We look to retain these valuable people assets in Celina after they do attain their education degrees.

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

The Leader in Me is a whole-school transformation process that teaches 21st century leadership and life skills to K-12 students and creates
demonstrate your innovative process.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
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<tbody>
<tr>
<td>i. List the desired outcomes.</td>
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<tr>
<td><em>Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</em></td>
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One of our schools, the Celina Intermediate School, is identified as a "Watch" school as our scores for students living in poverty were significantly lower than our non-poverty students. We continue to identify ways to close this achievement gap. With having 2.5 percent of our students identified as English Language Learners (ELL), we are seeking strategies to make our education effective for all students. The Leader In Me programming empowers students at all levels to take ownership of themselves and encourages positive growth for all students.

<table>
<thead>
<tr>
<th>ii. What assumptions must be true for this outcome to be realized?</th>
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<tr>
<td><em>Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.</em></td>
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</table>

We are able to identify the students belonging in these subgroups through our collection of free/reduced lunch forms and the ELL testing progress and levels of our ELL students. We can then cross reference their test scores with these factors and determine the need of interventions for individual students. Quantitative Analyses Comparing The Leader in Me and Control-schools on Standardized Assessments and Behavioral Indicators. 16% more likely for African American students to reach benchmark in Leader in Me schools compared with control group schools from the same district. 8% more likely for Leader in Me schools to be on benchmark for statewide standardized math tests than non-Leader in Me schools in this study. 14% more likely for high poverty students to reach benchmark in Leader in Me schools than control group schools within the same district. 11% increase in standardized literacy assessment during the first two years implementing The Leader in Me. 16% more likely for African American students.

<table>
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<th>iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.</th>
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We utilize our Head Start and Preschool programs to identify the at-risk students that are entering our school at the kindergarten level. We have EL students entering our district at all grade levels. Some of these students come with no English experience, and others come with a year or two of English language experience. We have students with 13 different languages being spoken in their homes that come to our schools. The greatest enrollment in our EL program comes from students who speak Marshallese. The United Way of Arcadia partnered with The University of Louisiana's Picard Center to evaluate the impact of The Leader in Me on participating local schools. The researchers compared two cohorts of Leader in Me Schools to control schools (i.e., schools within the same district that were not implementing The Leader in Me) and analyzed growth within each school. Behavioral analyses (e.g., discipline referrals) from this initial study were inconclusive due to "poor data quality" at the school district. However, analysis of academic outcomes provide preliminary evidence that The Leader in Me schools are playing an indirect role in supporting academic growth. University of Louisiana at Lafayette study The Highest Rated School in New York City Teachers.net Gazette Educational innovators, Harry and Rosemary Wong, conducted an informal case study on New York's highest ranked school of the 2010-2011 school year, which is also a Leader in Me school. In their report, they suggest several aspects of the leadership culture, provided by The Leader in Me, as essential to the schools overall success. Lighthouse Research surveyed parents whose children were attending one of five regionally-diverse Leader in Me Schools across the U.S., to provide FranklinCovey with an independent assessment of the awareness, satisfaction, and experiences of this important stakeholder group. With a statistical confidence rating of 95%, the researchers report an overwhelmingly positive response of parents towards The Leader in Me in all areas of measured impact. Lighthouse ResearchWestgate Research, Inc. was commissioned by FranklinCovey to conduct a large-scale research project interviewing 260 randomly-selected principals involved with The Leader in Me program for one year or more. Among other findings detailed in the report, the interviewed principals indicated The Leader in Me was positively impacting their school and most frequently cited decreased discipline problems and improvements in communication, student responsibility, leadership skills, school culture, and academics most commonly in open-ended interview questions. Westgate Research Researchers from the University of Northern Iowa were commissioned by the Greater Cedar Valley Alliance & Chamber to collect and analyze both quantitative and qualitative data on the 17 Leader in Me schools involved in the Leader Valley Initiative, as well as conduct several in-depth case studies to closely examine certain affects of the implementation process. The report details the promising findings, including improvement in chronic absenteeism, decreased incidence of bullying, and dramatic improvements in staff morale and job satisfaction (compared to baseline).
University of Northern Iowa & Hawkeye Community College Commissioned by FranklinCovey, Education Direction researchers surveyed a random selection of 669 principals across the United States to learn the common challenges faced in their schools, and how some of the most common whole-school programs (i.e., PBIS, RTI, PLC, or The Leader in Me) aid in addressing these challenges. The researchers specifically examined how The Leader in Me compares with other programs in terms of educational impact, stakeholder satisfaction, and value. The comparisons reveal The Leader in Me is an equally, if not more successful, whole-school improvement program, with unique value in establishing student leadership capabilities and transforming school culture. Education Direction

iv. List the specific indicators that you will use to measure progress toward your desired outcome. These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

We will continue to assess our students using the state’s testing mechanism with the American Institute of Research (AIR). The students’ scores can be compared from one school year to the next to show students’ academic growth. Our EL students are tested using the Ohio Test of English Language Acquisition (OTELA). We can determine based on these results, the level of support that is needed to help these students be successful. Our district utilizes the Woodcock-Munoz Language Survey (WMLS) to identify the student’s LEP Level of Proficiency. The results of the WMLS provide us with the information we need as we make decisions as to the level of support the student needs in the classroom and the accommodations which are provided on the statewide assessments. In using The Leader In Me program throughout our school buildings, the students achievement in advancing through the levels of the WMLS we predict to have a positive increase of nearly 25% in acquisition of th English language.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The Ohio Department of Education will establish the new cut point level for scoring with the new AIR tests in English Language Arts and Math. The Science and Social Studies tests will also be used. We are looking to exceed the number that shows a student is proficient in the given tested area. We will also be examining the student growth in each area. We plan to see student growth for those identified students who receive individual and small group instruction to realize greater than a one year’s level of growth in each of the four tested areas of the curriculum. From our 2105 Report Card Data our 5th Grade scores were as follows: Reading 51.9%; Math 70.1%; Science 65.0% From our 2105 Report Card Data our 6th Grade scores were as follows: Reading 71.4%; Math 77.0%; Social Studies 75.4% Our Progress Scores for our 5th Grade ELA was -9.33; Math -2.76; All Tests -8.17 Our Progress Scores for our 6th Grade ELA was -6.31; Math 1.14; All Tests -3.69

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We have established a powerful network within our school district utilizing our Teacher Based Teams (TBT), Building Leadership Teams (BLT), and our District Leadership Team to enable us to make well-informed decisions based on our data and the achievement of our students. When we make changes, the teams are on board and are a part of the decision to make the necessary changes. We are currently working through the Decision Framework piece for our Ohio Improvement Process (OIP). The building leadership members along with our Director of Curriculum and our Director of Special Education work as a team with the support of State Support Team 6 personnel through this improvement process. As we set our plan in place to support our staff in their support of the student achievement, we will determine research based alternatives to our plan of action if we perceive that the process is not heading in the planned direction. The Leader In Me organization also has support personnel that are able to be available via the phone or on-site to help guide us through any difficulty we encounter. FranklinCovey provides Leader in Me schools its world-class content (such as The 7 Habits of Highly Effective People, The 4 Disciplines of Execution, and The 4 Roles of Leadership) in various formats including web-based professional development, videos, student curriculum, classroom materials, home materials, etc., through the Annual School License. FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of share leadership within the school, and helping students take more ownership for their academic learning and goal achievement.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
i. List the desired outcomes.

**Example:** change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

With The Leader In Me program implementation, we plan to realize fewer discipline referrals, fewer bullying events, and fewer school dropouts. Through a mix of on-site coaching, community coaching, and virtual touchpoints, The Leader In Me Coaching System produces real behavioral change. FranklinCovey coaches combine new learning with practice, feedback, and reflection in a learning cycle to ensure that staff members develop a deeper capacity to implement The Leader In Me. Instead of seeing children through the lens of a normal distribution curve-some kids are smart and some less smart-The Leader in Me paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.

ii. What assumptions must be true for this outcome to be realized?

**Examples:** improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

With the adoption of The Leader In Me program, the classroom will become more student led resulting in the buy-in for the success of all. We feel that we will realize a decrease in student dropouts, discipline referrals, and bullying events. Students will encourage one another to be successful, leading to a shared commitment to help one another. When everyone-teachers, students, and parents-begin using the same language, you get a compound-interest effect that is truly amazing. The 7 Habits create that common language. For example, what a difference it makes when everyone knows what it means to "put first things first" or to "seek first to understand" or to "be proactive." Leader in Me Schools often find their students using the language among themselves and with their parents: "I need to put first things first and do my homework before I play"; "I should have thought win-win"; or "Dad, you're being reactive."

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

**Examples:** utilization of a greater share of resources in the classroom

Evaluation of The Leader in Me in Two School Districts based on Teacher and Students' Reaction, Learning, Application, and Overall Impact 8% agree teachers acquired new skills & knowledge to be better leaders. 85% agree that teachers cared about students, and students liked going to school. 90% agree students acquired new knowledge and skills to be better leaders. 87% agree teachers acquired new skills & knowledge to empower students. 84% agree teachers acquired new skills & knowledge to be better leaders. 85% agree that teachers cared about students, and students liked going to school. The ROI Institute was commissioned by FranklinCovey to use their trademarked evaluation process to independently measure the impact of The Leader in Me within two school districts. The ROI Institute selected two school districts and examined four Leader in Me schools within each district (eight Leader in Me schools in total). Available data from non-Leader In Me schools within each respective district served as an appropriate comparison for academic analyses. Many positive benefits related to implementing The Leader in Me are discussed in the report, leading to the conclusion that: "The results from this evaluation effort indicate that The Leader in Me is successful and making a positive impact in the schools where it is implemented." ROI Institute Nationwide Assessment of Common Whole-School Improvement Programs based on Principals' Experience and Perceived Impact 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader in Me has positively impacted developing student leadership skills—the highest score among the compared programs. 92% are "satisfied" or "very satisfied" with The Leader in Me. 93% indicate that The Leader in Me has positively impacted school culture—the highest score among the compared programs. 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader in Me has positively impacted developing student leadership skills—the highest score among the compared programs. Commissioned by FranklinCovey, Education Direction researchers surveyed a random selection of 669 principals across the United States to learn the common challenges faced in their schools, and how some of the most common whole-school programs (i.e., PBIS, RTI, PLC, or The Leader in Me) aid in addressing these challenges. The researchers specifically examined how The Leader in Me compares with other programs in terms of educational impact, stakeholder satisfaction, and value. The comparisons reveal The Leader in Me is an equally, if not more successful, whole-school improvement program, with unique value in establishing student leadership capabilities and transforming school culture. Education Direction

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

**Note:** this is the preferred indicator for this goal.

According to our most recent report card data, the Celina City School District spends 71.5% of its funds on classroom instruction. This ranks us 17 out of the 108 districts of similar size. We look to maintain our spending levels in support of instruction. The Leader In Me program has been researched via our reading and visitations with other schools that have been designated as The Leader In Me schools.

Research has shown the value of the investment. Evaluation of The Leader in Me in Two School Districts based on Teacher and Students' Reaction, Learning, Application, and Overall Impact 8% agree teachers acquired new skills & knowledge to be better leaders. 85% agree that teachers cared about students, and students liked going to school. 90% agree students acquired new knowledge and skills to be better leaders. 87% agree teachers acquired new skills & knowledge to empower students. 84% agree teachers acquired new skills & knowledge to be better leaders. 85% agree that teachers cared about students, and students liked going to school. The ROI Institute was commissioned by FranklinCovey to use their trademarked evaluation process to independently measure the impact of The Leader in Me within two school districts. The ROI Institute selected two school districts and examined four Leader in Me schools within each district (eight Leader in Me schools in total). Available data from non-Leader In Me schools within each respective district served as an appropriate comparison for academic analyses. Many positive benefits related to implementing The Leader in Me are discussed in the report, leading to the conclusion that: "The results from this evaluation effort indicate that The Leader in Me is successful and making a positive impact in the schools where it is implemented." ROI Institute Nationwide Assessment of Common Whole-School Improvement Programs based on Principals' Experience and Perceived Impact 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader in Me has positively impacted developing student leadership skills—the highest score among the compared programs. 92% are "satisfied" or "very satisfied" with The Leader in Me. 93% indicate that The Leader in Me has positively impacted school culture—the highest score among the compared programs. 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader in Me has positively impacted developing student leadership skills—the highest score among the compared programs. Commissioned by FranklinCovey, Education Direction researchers surveyed a random selection of 669 principals across the United States to learn the common challenges faced in their schools, and how some of the most common whole-school programs (i.e., PBIS, RTI, PLC, or The Leader in Me) aid in addressing these challenges. The researchers specifically examined how The Leader in Me compares with other programs in terms of educational impact, stakeholder satisfaction, and value. The comparisons reveal The Leader in Me is an equally, if not more successful, whole-school improvement program, with unique value in establishing student leadership capabilities and transforming school culture. Education Direction

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

In our individual school and district numbers where we monitor the discipline referrals, bullying events, and school dropouts, we will be able to see the impact of The Leader In Me program. According to our Incidences of Bullying we experienced the following numbers for the 2014 - 2015 school year: Celina Primary School - 0 Celina Elementary School - 3 Celina Intermediate School - 5 Celina Middle School - 19 Celina high School - 3

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We have established a powerful network within our school district utilizing our Teacher Based Teams (TBT), Building Leadership Teams (BLT), and our District Leadership Team to enable us to make well-informed decisions based on our data and the achievement of our students. When we make changes, the teams are on board and are a part of the decision to make the necessary changes. We are currently working through the Decision Framework piece for our Ohio Improvement Process (OIP). The building leadership members along with our Director of Curriculum and our Director of Special Education work as a team with the support of State Support Team 6 personnel through this improvement process. As we set our plan in place to support our staff in their support of the student achievement, we will
d. Implementing a shared services delivery model

i. List the desired outcomes.
   
   Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
   
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   
   These should be measurable changes, not the accomplishment of tasks.
   
   Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

   Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

   a. New - Never before implemented
   
   b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   
   c. Replication - Expansion or new implementation of a previous Straight A Project
   
   d. Mixed Concept - Incorporates new and existing elements
   
   e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

   Enter Budget

   b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

   Upload Documents

   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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

   750,000.00 12. What is the amount of this grant request?
The cost of implementing the Leader In Me program per school building is $150,000. We are implementing the Leader In Me program in Celina Primary School, Celina Elementary School, Celina Intermediate School, Celina Middle School, and Celina High School. In year one we will begin the program at the Celina Intermediate School. In year two we will begin the program at the Celina Primary School, the Celina Elementary School, and at the Celina Middle School. In year three we will begin the program at the Celina High School and at Celina Public Preschool. 5 schools at $150,000 apiece. FranklinCovey partners with schools to implement the key paradigms and practices of The Leader In Me through professional development, coaching, and resources in the first three years. Thereafter, schools continue to access resources and coaching to sustain their efforts and continuously improve. FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of share leadership within the school, and helping students take more ownership for their academic learning and goal achievement. Through a mix of on-site coaching, community coaching, and virtual touchpoints, The Leader In Me Coaching System produces real behavioral change. FranklinCovey coaches combine new learning with practice, feedback, and reflection in a learning cycle to ensure that staff members develop a deeper capacity to implement The Leader In Me. FranklinCovey provides Leader In Me schools its world-class content (such as The 7 Habits of Highly Effective People, The 4 Disciplines of Execution, and The 4 Roles of Leadership) in various formats including web-based professional development, videos, student curriculum, classroom materials, home materials, etc., through the school license.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

<table>
<thead>
<tr>
<th>Sustainability Year</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 2</td>
<td>0.00</td>
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<tr>
<td>Year 3</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 4</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>0.00</td>
</tr>
</tbody>
</table>

15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Aside from the initial costs of implementing the Leader In Me program, we do not foresee additional costs in continuing the program. FranklinCovey partners with schools to implement the key paradigms and practices of The Leader In Me through professional development, coaching, and resources in the first three years. Thereafter, schools continue to access resources and coaching to sustain their efforts and continuously improve. FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of share leadership within the school, and helping students take more ownership for their academic learning and goal achievement. Through a mix of on-site coaching, community coaching, and virtual touchpoints, The Leader In Me Coaching System produces real behavioral change. FranklinCovey coaches combine new learning with practice, feedback, and reflection in a learning cycle to ensure that staff members develop a deeper capacity to implement The Leader In Me. FranklinCovey provides Leader In Me schools its world-class content (such as The 7 Habits of Highly Effective People, The 4 Disciplines of Execution, and The 4 Roles of Leadership) in various formats including web-based professional development, videos, student curriculum, classroom materials, home materials, etc., through the school license.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts, salary/benefits, equipment costs, etc.

Any future costs, 100%, of the program will be covered via charges to school districts who desire to send teams of teachers to the Celina City School district as they determine their own future feasibility of the adoption of the program. Just as we experienced in previous years, each teacher or school representative who desires to visit us and learn from our implementation of the Leader In Me program, will be assessed approximately $50 for the experience. With a projection of 80 visitors for the Leadership Days per year at a charge of $50 per visitor, the Celina City Schools will realize an income of $4000 per year for the four years we hold our Leadership Days. This brings the total to $16,000 over the next 5 fiscal years. We have been sending staff.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be
We will use monies brought in from other schools’ representatives coming to see our successes and programming for them to implement the program in their own school district/building. Other school districts will send representatives to Celina City Schools to observe our implementation of the Leader In Me program in our Leadership Days. They will use their observation as criteria for themselves to make the decision as to whether or not they will implement the program. We will work with The Leader In Me, Franklin-Covey Co., to set up the process of school districts signing up for these professional development opportunities. For a cost per participant at $50 per day to observe our implementation of The Leader In Me program at our Leadership Days, they can come and observe the transformation we are taking to make leaders of our students. The money saved by the district in Professional Development costs is figured to be $15,000 per year for years 2, 3, and 4 of the Straight A grant period. This totals $45,000. When added to the $16,000 from the Leadership Days our total Five Year Net Cost Savings is estimated to be $61,000.

### D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

| a. Date Range | June 2016 through May 2017 |
| b. Scope of activities | include all specific completion benchmarks |

Following the grant approval in June 2016, we plan to finalize our agreement with the Franklin Covey Company to begin the implementation of the program. We will begin the Professional Development for staff members in August 2016. We will continue the professional development through April and May 2017. In August 2016 we will have staff members completing beginning of the year professional development to prepare for the kick off of the Leader In Me program for the first day of school. FranklinCovey delivers transformational professional development to schools through its network of consultants. Staff members learn how to make leadership development a part of the everyday student experience, including teaching leadership principles in meaningful ways, creating a culture of share leadership within the school, and helping students take more ownership for their academic learning and goal achievement.

22. Implementation (grant funded start-up activities)

| a. Date Range | June 2016 through August 2016 |
| b. Scope of activities | include all specific completion benchmarks |

In August 2016 we will have the roll out of the program for the Intermediate students and we plan to implement the program as near to 100% with fidelity at that time. In September 2016 we will have student leadership activities occurring daily in the building, along with follow up professional development for the staff. In October 2016 we expect to be prepared for school visitors to experience the Leader In Me program. The Primary, Elementary and Middle Schools will have staff experience the Leadership Days at the Intermediate building so that they are prepared to incorporate The Leader In Me program in year 2. The high school will begin visitations to other The Leader In Me high schools. They will be participants in the Leadership Days of our other buildings and will be an official The Leader In Me school in program year 3. The entire district will be The Leader In Me schools in August 2018.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

| a. Date Range | August 2016 through June 2020 |
| b. Scope of activities | include all specific completion benchmarks |

Beginning in November 2016, through a mix of on-site coaching, community coaching, and virtual touchpoints, The Leader in Me Coaching System will produce real behavioral change. FranklinCovey coaches combine new learning with practice, feedback, and reflection in a learning cycle to ensure that staff members develop a deeper capacity to implement The Leader in Me. The Leader in Me is not an event and it's not a curriculum; it's ubiquitous leadership development - meaning everywhere and all the time. Instead of “teaching leadership every Tuesday at 1 p.m.,” educators use an integrated approach and make leadership training part of everything they do. So the model impacts everything—the traditions, events, organization, culture, instructional methodologies, and curriculum of the school. But as teachers will tell you, “it’s not doing one more thing; it’s doing what you’re already doing in a better way.” Each of our schools will go through the professional development offered by FranklinCovey The Leader In Me staff. We will incorporate all facets of the program to build leadership qualities in our
24. 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 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:

Instead of seeing children through the lens of a normal distribution curve-some kids are smart and some less smart-The Leader in Me paradigm sees that every child is capable, every child is a leader. This paradigm changes everything. Leader in Me Schools first get their teachers on the same page and improve the climate among the staff before they can make it come alive with the students. They can't expect changes in their students until they have changed themselves. As the great educator Roland S. Barth puts it, "The nature of the relationships among the adults who inhabit a school has more to do with its quality and character, and with the accomplishments of its pupils, than any other factor." This model is just as much about the adults as it is the children. It's inside out-first teachers, then students, and then parents Nationwide Assessment of Common Whole-School Improvement Programs based on Principals' Experience and Perceived Impact 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader In Me has positively impacted developing student leadership skills-the highest score among the compared programs. 92% are "satisfied" or "very satisfied" with The Leader in Me. 93% indicate that The Leader in Me has positively impacted school culture-the highest score among the compared programs. 90% implementing The Leader in Me said it was "worthwhile investment". 96% indicate The Leader In Me has positively impacted developing student leadership skills-the highest score among the compared programs. Commissioned by FranklinCovey, Education Direction researchers surveyed a random selection of 669 principals across the United States to learn the common challenges faced in their schools, and how some of the most common whole-school programs (i.e., PBIS, RTI, PLC, or The Leader in Me) aid in addressing these challenges.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Kenneth J. Schmiesing, Superintendent, Celina City Schools, 585 E. Livingston St., Celina, Ohio 45822 Phone: 419-586-8300 Extension 1002 Email: ken.schmiesing@celinaschools.org The District Leadership Team (DLT), led by Curriculum Director Jason Luebke, 585 E. Livingston St., Celina, Ohio 45822 Phone: 419-586-8300 Extension 1003 Email: jason.luebke@celinaschools.org The DLT will be the entity that will oversee the district functioning of the Leader In Me program. The BLT for each building will study the effects of the Leader In Me program in their respective buildings.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

We will use our statistical data to evaluate the effectiveness of the Leader In Me program. Comparing the current numbers of drop outs, discipline referrals, and bullying incidents to our realized numbers in future years will be a way for us to determine effectiveness of the program. Surveys of students, staff and community members will be a vital component of our evaluation criteria. Following each school year we will collect data and do a comparison with our data from preceding years and make informed decisions regarding our strategy for moving forward including a prediction of future data. These data review meetings will be a part of our DLT meetings in June and July in years 2017 through 2020. Researchers from the University of Northern Iowa were commissioned by the Greater Cedar Valley Alliance & Chamber to collect and analyze both quantitative and qualitative data on the 17 Leader in Me schools involved in the Leader Valley Initiative, as well as conduct several in-depth case studies to closely examine certain affects of the implementation process. The report details the promising findings, including improvement in chronic absenteeism, decreased incidence of bullying, and dramatic improvements in staff morale and job satisfaction (compared to baseline).University of Northern Iowa & Hawkeye Community College

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

As we implement the program, it is with great desire that our efforts will lead to the adoption of the Leader In Me program in other school districts. The Franklin Covey Co. works with school districts to arrange for visits/observations of schools that are implementing/using The
Leader In Me program. We desire to be a flagship school district in the Mid-West area of Ohio. We followed these same steps as we were considering to blend the program into our schools. School districts should expect a two-year time frame from the beginning of the research, book reading, and school visits, until the school leadership is in a position to have the district adopt the program with the encouragement of the staff that have been involved in the research process. Our cooperative work with the Wright State University Lake Campus will allow their pre-service and education students in early childhood, middle childhood, and AYA students the opportunity to spend time in our buildings learning and being a part of The Leader In Me teaching approach. This preparation will allow these students to have the background training for joining schools that already have the program in place or to provide the added spark a school may need in order for them to adopt The Leader In me in their school districts. The campus of Wright State University can also be utilized to hold off-site training. We have begun the process and are now ripe and ready to officially begin The Leader In me program. We want to be a conduit for other schools to also pursue this meaningful course for their schools and for their students. We do not want to keep this as our secret, but rather share our success and promote the program for others. The Leadership Days incorporated in the program are meant to do precisely that. The students are responsible for the Leadership Days. They are the ones who organize and deliver the program for the Leadership Day. This illustrates to others the positive power of The Leader In 

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).

The Program Grant Assurances pages have been signed and have been uploaded. Dr. Kenneth J. Schmiesing Superintendent Celina City Schools 585 E. Livingston St. Celina, Ohio 45822 419-586-8300 ken.schmiesing@celinaschools.org
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy</td>
<td>Crites</td>
<td>419-394-2585</td>
<td><a href="mailto:betsy.crites@celinaschools.org">betsy.crites@celinaschools.org</a></td>
<td>Wright State University - Lake Campus</td>
<td></td>
<td>7600 Lake Campus Drive, Celina, Ohio, 45822</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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</tr>
<tr>
<td>Derek</td>
<td>Wenning</td>
<td>Celina Intermediate School Principal</td>
<td>Derek will be the lead principal in the first building implementing The Leader In Me. He has gone to Leadership Days, read the book about the program and has been incorporating aspects of the program in his building.</td>
<td>As principal, Derek has led his team of teachers in research and visitations to The Leader In Me Schools. Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelor's Degree, Master's Degree</td>
<td>20</td>
</tr>
<tr>
<td>Jason</td>
<td>Luebke</td>
<td>Director of Curriculum and Instruction</td>
<td>Jason will coordinate the implementation of the grant. He is responsible for establishing and coordinating the staff development for our district.</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelors and Masters degrees</td>
<td>15</td>
</tr>
<tr>
<td>Phil</td>
<td>Metz</td>
<td>Celina High School Principal</td>
<td>As the high school principal, Phil will be responsible for the incorporation of The Leader In Me in the 3rd year of the grant.</td>
<td>Phil has been the principal of the high school for five years. He is a member of the Admin team and the DLT.</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelor's and Master's Degrees</td>
<td>10</td>
</tr>
<tr>
<td>Michelle</td>
<td>Duncan</td>
<td>Celina Primary School Principal</td>
<td>Principal of the building incorporating The Leader In Me in Year 2 of the grant</td>
<td>Michelle has been a principal in the Primary building for several years. They have incorporated grants over the years.</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelor's and Master's Degree</td>
<td>10</td>
</tr>
<tr>
<td>Kenneth</td>
<td>Schmiesing</td>
<td>Superintendent</td>
<td>Oversee the grant implementation. I have been involved with the School Improvement Grant, Race to the Top Grant, Twenty First Century Grants and Title grants</td>
<td>Superintendent's License</td>
<td>School Improvement Grant Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelor's degree, Master's Degree, and Doctorate</td>
<td>10</td>
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<tr>
<td>Cory</td>
<td>Ahrens</td>
<td>Celina Elementary School Principal</td>
<td>Cory is a principal in a building that is incorporating the grant in Year 2. He will oversee the staff development in his building.</td>
<td>Cory has been a principal in the district for 3 years. Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Bachelor's and Master's Degrees</td>
<td>10</td>
</tr>
<tr>
<td>Ann</td>
<td>Esselstein</td>
<td>Celina Middle School</td>
<td>Ann will be leading the incorporation in year 2</td>
<td>Ann has been the middle school principal</td>
<td>Race to the Top Grant</td>
<td>Master's and</td>
<td>10</td>
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<tr>
<td>Principal of The Leader In Me Grant at the middle school.</td>
<td>for many years, Race to the Top Grant Twenty First Century Grant Title Grants</td>
<td>Twenty First Century Grant Title Grants</td>
<td>Bachelor's Degrees</td>
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