Budget

WinWin Academy (011440) - Franklin County - 2011 - Public Charter Schools Program - Rev 0 - Public Charter Schools Program - Application Number (6)

U.S.A.S. Fund #: 599

Object Code / Purpose Code	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	36,000.00	11,000.00	130,545.00	0.00	177,545.00
Support Services	0.00	6,000.00	1,500.00	0.00	7,500.00
Governance/Admin	8,000.00	0.00	3,250.00	0.00	11,250.00
Prof Development	23,930.00	2,125.00	0.00	0.00	26,055.00
Family/Community	1,900.00	0.00	0.00	0.00	1,900.00
Safety	0.00	750.00	0.00	0.00	750.00
Facilities	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00
Total	69,830.00	19,875.00	135,295.00	0.00	225,000.00
				Adjusted Allocation	225,000.00
				Remaining	0.00

Application

WinWin Academy (011440) - Franklin County - 2011 - Public Charter Schools Program - Rev 0 - Public Charter Schools Program - Application Number (6)

Needs Assessment

☒ Type of School is Start-Up	☐ Type of School is Conversion
☒ Target Population to be served is "At-Risk"	☐ Target Population to be served is "General"
☐ Enrollment area is within School District Boundaries	☐ Enrollment area includes School District and Contiguous Districts
☒ Enrollment area is Statewide	

Needs Assessment (continued)

0 Student Enrollment for Last Academic Year	100 Student Enrollment for Current Academic Year
250 Projected Student Enrollment for Next Academic Year	350 Projected Student Enrollment for Two Years From Current Academic Year
Grade Levels or Ages of the Students ages 18-22 years	Date when School first Opened or Will Open 09/2010

Integration into Continuous Improvement Plan

Describe the educational program of your community school, focusing on how your program enables all students to meet state student academic achievement standards. What curriculum and instructional practices are used?

WinWin Academy is a dropout recovery, reintegration school. Its purpose is to provide a 21st Century, researched based, school choice option for short-term youthful offenders ages 18 to 22. Its mission is to support each student to pursue academic excellence in an educational environment that develops "response-able" habits and raises expectations of adjudicated learners that they 1) can achieve academic success and graduate from high school; 2) build their capacity to learn and to lawfully manage their lives through constructive belonging, generosity, mastery and independence. Interactive integrated strategies encourage learning and the meaningful application of knowledge. Students demonstrate their ability to make connections, create meaning and practice skills for both interpersonal and academic achievement. Enrolling during incarceration and graduating upon release from prison, the school will provide continuity as students' transition from prison to community. The instructional approach pairs licensed teachers with "Thinking Aides" formerly incarcerated graduates of WinWin Inc.'s educational model. Thinking Aides demonstrate their new thinking, behaviors and skills and use personal experiences as authentic and effective interventions.1) Apply current brain science and its application to learning to stimulate connections, create meaning and practice skills for interpersonal land academic achievement; 2) Demand engaging instructional practices with application to real-world situation, contextual learning and extension activities such as artistic expression, group projects, technology and constructive conflict resolution and problem-solving; 3) Infuse academic content standards with evidence based curricula. Successful completion of the Pillars is required for graduation. The Pillars-4-Success is used to structure the WinWin Academy's education and reclaiming efforts. Pillars4Success: Applied Knowledge of 1)Belonging 2)Generosity 3) Mastery 4)Independence. Graduation is dependent on sequentially accomplishing each pillar. WinWin Academy curriculum's guiding principles are actualized in the Pillars-4-Success. Pillars-4-Success Demonstrate Application of: Critical thinking; Problem-solving: Rigorous academic content: College Prep and Career Tech SIS evidenced; Innovative and creative thinking; Communication; Communal responsibility; Building relationships; Interpersonal social and conflict management (CM) skills: Personal responsibility; Reflection of goals, progress; challenges and strategies to address challenges; Each student's Personalized Education Plan (PEP) correlates academic & interpersonal needs with each Pillar. Performance based assessments gauge teaching practices and learning benchmarks throughout the12-month academic year. Students, through experience have generated beliefs that they are incapable of being successful students and that they have limited "mainstream" options, their criminal behavior often demonstrating their personal search for belonging and mastery. Applying brain research and pedagogical investigation based on it, we will teach to a variety of thinking, learning and behavioral styles and will replicate WinWin's, demonstrated success in providing "youthful offenders" a new educational experience and a new belief in their futures' possibilities. Technology will educationally expand classrooms and prison confines and serve to formulate the Pillars, while performing intervention, enrichment, academic, and career development functions. Using student-centered strategies, teachers will provide direct instruction, facilitated learning and educational coaching. Students experience self-paced curricula using A+ courseware (which correlates lessons and assessment with customized curricula), direct instruction, group and whole class concept learning as they are challenged to make meaning of and relate academics with the Pillars through real-life experiences.

Student Population

Based on your needs assessment, describe the students your school serves. How did you inform these students about your school and give them an equal opportunity to attend? What are their specific needs or issues? What programs address these needs? How does your school comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act?

Student Profile Age, 18-22, (1) six months or more remaining on prison sentence (2) sufficient number of previously earned high school

credits (3) self-selected enrollment (4) commit to attend community campus to earn diploma. Incarcerated men will be at Pickaway Correctional Institution. Incarcerated Women will be at Ohio Reformatory for Women. WinWin Academy will create an un-graded and multi-aged educational community. Graduation is dependent on earning appropriate Carnegie credits and achievement of the Pillars-4-Success. Rationale: There are approximately 50,864 (February 1, 2010) individuals incarcerated in the state of Ohio. - Women account for nearly 8% - The remaining 40,070 incarcerated men are 48% black, 51% white and 1% Hispanic and other. - Forty-seven percent (47%) are between 18-29 years old. This "youthful offender group" is a growing subset of the male incarcerated population. In 2000 the ODRC served 2,800 youthful males age 18-22. According to ODRC, this group now totals approximately 4,000, a 70% increase and the number does not seem to be waning. Of these youthful offenders, 85% dropped out of school prior to their incarceration. This leaves 3,400 youthful offenders who are prime for a unique and effective dropout recovery option. The WinWin Academy will provide these individuals with their last chance to successfully graduate from high school, avoiding the harsh economic, personal and professional future usually associated with those who have both a criminal record and have dropped out of school. The Ohio Central School System (OCSS) has the daunting challenge of addressing the educational needs of Ohio's incarcerated adults. OCSS, however, is charged by statute (Ohio Revised Code Section 5145.03) to provide educational programs for prisoners to allow them to complete basic education courses, earn Ohio certificates of high school equivalence, or pursue vocational training. According to the Federal Bureau of Investigation (FBI) statistics, 70% of those who are incarcerated will recidivate. The WinWin Academy will provide an opportunity for these "youthful offenders" to work toward achieving their high school diploma rather than their GED. According to a US Department of Education Sponsored Correctional Education Association "3 State Recidivism Study," that included Ohio, education alone during incarceration resulted in a 22.6% recidivism rate reduction. However, data reported by The Ohio State University on program outcomes and accountability records of WinWin's Institute for Response-Able ReEntry, the WinWin Academy drop out recovery model anticipates a 60% recidivism reduction. If the number of interested students exceeds the number of slots, a lottery would be applied according to law. Special Needs: The OCSS is responsible for Child Find, retrieving transcripts and IEP records. The WinWin Academy will work with ESCCO and OCSS to ensure that learning accommodations and IEP compliance conditions are met. All WinWin Academy students whether IEP identified or not will have "special needs" and those needs will be integrated into the school's curricular and climate design. A Special Education teacher will oversee the application of IEP accommodations and a Title I Specialist will provide specialized instruction. The leadership team will interact with students to address academic, school climate and community needs. All three will be involved, from their specific focus, to approach "special needs" from a holistic perspective. Community partners will provide resources to address needs as varied as: learning accommodations, family support, employment with criminal history, transportation, community reintegration and health care. All Thinking Aide teams will additionally function in a student advisory/mentoring capacity.

Partnership Commitment: Stakeholder Involvement/Collaboration

Describe how parents, businesses and other community organizations or members are involved in the planning, program design and implementation of the school. Describe each partner's continuing role, and your plans to include them actively in the school's program.

Parents' involvement: The age and circumstances of our students necessitate our flexibility with parent/family involvement. Each student will involve a "Family-member-Sponsor" (FMS) who agrees to assist the student's healthy integration into family and community. The FMS is expected to contribute to the individual's Education Plan and to support each Pillar Achievement. FMS Roles and Expectations: Role: Assist student's transition in reconnecting with family Expectation: Attend one hour of family focused programming each month Role: Assist student's accountability toward reaching goals and meeting obligations Expectation: Participate to develop Personal Education Plan and assist in progress evaluation Role: Be honest about impact that student's actions have had on the family, assist in developing detailed, measurable strategies for moving forward with positive, healthy relationships Expectation: Participate in Mediation to work toward resolving conflicts Material about the WinWin Academy and the enrollment process will be distributed to case managers at all 32 Ohio prisons. Community partners, such as the Adult Parole Authority, Alvis House, Inc. Columbus Area Theater Co. (CATCO), shall identify other community resources and disseminate general school and enrollment information during the school's planning and operation phases. The school's governance body will rely heavily on community participation and advocacy. Community stakeholders shall include interests in criminal justice, education, business and public health. Community partnerships: The Ohio Department of Rehabilitation and Correction: Director Moore and Director Collins before him, has actively advocated for the WinWin Academy. The DRC legal team worked to design necessary legislation. The DRC Legislative Liaisons worked with the Governor's Office and the legislature. DRC administration provided access to statistical data, identified space for WinWin Academy operations within its prisons. Denise Justice, Superintendent of the Ohio Central School System, and Dr. Jerry McGlone, Superintendent before her, continues to provide development assistance for school organization, IEP and IDEA and TITLE I and II compliance. Alvis House, Inc. providing student resources, including transitional housing for students when they are released and attending the community campus and employment assistance Janice Collette, Director of Personnel, Southwestern City Schools, formerly ODE, Office of Community School, providing knowledge and expertise on curricular infusion. Dr. Randi Love, The Ohio State University, Professor, College of Public Health, Health Behavior Health Promotion and College of Social Work, providing knowledge and expertise on data collection and evaluation of educational programs. Dr. Reginald Wilkinson, President and CEO Ohio College Access Network (OCAN), formerly Director of the ODRC, providing knowledge and expertise on the student population and reducing the education gap for at risk populations. During the school's operation, OCAN will be a community component to offer higher education opportunities to WinWin Academy students. The Ohio Department of Education providing a myriad of technical assistance The Phoenix Theater, providing academic/arts infusion and community arts impact facility The Ohio Public Charter School Alliance providing educational and operational resources from around the country, the Ohio Teachers Association, partnering for teacher excellence, The (national) Corrections Education Association providing educational and operational resources, Capital University, Hocking College, The Ohio State University and Columbus State Community College working with the WinWin Academy to engage students in post secondary education.

Goals, Strategies and Action Steps

G 1) Support student achievement of Pillars-4-Success

Description:

WinWin Academy's rich, interactive and community-based environment will: 1) Apply current brain science and its application to learning to stimulate connections, create meaning and practice skills for interpersonal and academic achievement; 2) Demand engaging instructional practices with application to real-world situations, contextual learning and extension activities such as artistic expression, group projects, technology and constructive conflict resolution and problem-solving; 3) Infuse academic content standards with evidence-based WinWin curricula. Graduation is dependent on the successful completion of the Pillars-4-Success is required for graduation. The Pillars-4-Success are the applied knowledge of 1)Belonging 2)Generosity 3)Mastery and 4)Independence. WinWin Academy curriculum's guiding principles are actualized in the Pillars-4-Success. The Pillars demonstrate the application of: Critical thinking, Problem-solving, Academic Achievement: College Prep and Career Tech - SIS evidenced, Innovative and Creative Thinking, Communication: oral & written, Communal Responsibility, Building Healthy Relationships: the use of Interpersonal Social and Conflict Management (CM) skills and Personal Responsibility Reflection of goals, progress; challenges and strategies to address challenges Each student's Personalized Education Plan (PEP) correlates academic & interpersonal needs with each Pillars-4-Success. Performance-based, Value-added assessments gauge teaching practices and learning benchmarks.

Performance Measure:

1. Student achievement standards for Pillar completion: Academic Proficiency minimum- evidenced S.I.S., Proficiency minimum of Career Tech curriculum 2. Communication: A minimum 5 paragraph paper and presentation media (PowerPoint, digital arts, auditory) reflecting or projecting lesson(s) of human need for Belonging 3. Communal Responsibility: A minimum of 15 journal entries describing feelings and behaviors impacted by need for Pillar focus in self or that which you perceive in others. 4. Confirmation from school community members and Family-member-sponsor that your need for belonging was effectively communicated and that you responded with empathy toward a communicated need of someone else 5. Building Relationships: A minimum of 3 journal entries describing intentional behaviors toward relationship building 6. Conflict Management: A minimum of 5 journal entries of specific behaviors used to manage and de-escalate conflict, or documented conflict resolution agreement 7. Personal Responsibility: Attendance: 95% in 90 day period, Daily assignments confirmed 8. A minimum 5 paragraph reflection paper stating goals and progress toward goals, and identifying challenges and strategies to address challenges 9. Student achievement of one of the Pillars-4-Success completed each academic year 10. Student achievement of all (4) Pillars-4-Success prior to age 22. 11. 80% of students graduate.

Fiscal Resources

Grant	Notes	2011	2012	2013	2014	2015
Public Charter Schools Program						
Public Charter Schools Program		$225,000	$225,000	$00	$00	$00
Public Charter Schools Program Total:		**$225,000**	**$225,000**	**$00**	**$00**	**$00**
Grand Total:		**$225,000**	**$225,000**	**$00**	**$00**	**$00**

S 1.1) Professional Development

Description:

WinWin Academy's intensive PD will increase the staff's capacity to consistently apply the skills, strategies and thinking patterns infused into the academic content areas and the school's fundamental purpose. Creating trust between students and staff is a critical factor toward our students' success. Individuals who have not experienced positive reinforcement and academic success often expect to be disappointed and therefore, are reluctant to risk engagement. Through education, coaching and mentoring, staff will demonstrate the sincerity of the WinWin Academy mission and will reduce students' personal risk, resulting in students' trust of and desire to achieve belonging, generosity, mastery and independence to generate success. Staff PD will focus on creating Highly Qualified Teachers who 1) Provide engaging instructional practices with application to real-world situations, contextual learning and extension activities such as artistic expression, group projects, technology and constructive conflict resolution and problem-solving; 2) Infuse academic content standards with evidence-based WinWin curricula; 3) Support student achievement of the Pillars-4-Success; Develop effectiveness of paraprofessionals, called Thinking Aides, to work with teachers and on behalf of their ability to mentor, coach and support students' achievement.

AS 1.1.3) FY 2011 school year 1: Professional Development addressing expected and unexpected needs & outcomes of opening three campus locations

Description:

Grant year two is school year one. We anticipate opening three WinWin Academy campuses (1 men's prison, 1 women's prison, 1 Columbus Community campus). Staff PD will consist of frequent (bi-weekly) planned "check-ins" and "reflections" and "teachable-moments". "check-ins" will be staff follow-ups on questions, issues, previously introduced information. Whole-staff "reflections" will be an important element to the development of staff's sense of community and team. "Teachable-moments" will be short lessons (skill or strategy development) meant to address staff concerns, questions and continuous improvement interests. As internal data is compiled from students, staff and Family-Member-Sponsors (FMS) it will be coupled with the growing base of SIS data. Data from all sources will be integrated into the 2010/2011 academic year's PD as it becomes available.

Benchmark Indicator

Fall, 2010: Beginning the week after the Pickaway Correctional campus opens, First post-opening whole-staff PD. Every 2 weeks, until July 1, 2011, following the first scheduled PD "check-in," will be a scheduled 1 hour PD as described above. The scheduling of PD will factor holidays and other non-school attendance days. Internal, SIS and students' PEP data will be introduced into PD by the second month of school operation, 2010.

Grant

Public Charter Schools Program

Public Charter Schools Program

AS 1.1.4) FY 2011, school year 1: Professional Development: "Walking the Talk" Education within Criminal Justice Settings

Description:

FY 2011: Pre-student open: The Pillars-4-Success principles will be applied to staff Professional Development. PD will be required of all licensed and non-licensed staff to focus on the Pillars-4-Success: 1) Belonging, 2) Generosity, 3) Mastery and 4) Independence relative to the 1) the WinWin Academy mission, 2) WinWin's core curricula; 3) The development of a collaborative team model of licensed teachers and thinking aides working together; 4) Policies, procedures and cultural training relevant to working in a corrections environment.

Benchmark Indicator

Pre-student open 2010:strategies for different learners (16hrs); courseware technology training differentiated instruction student assessment (16hrs), training specific to working in environments of men's and women's prison with specific student population (24hrs), LGT Decision-Making/Planning process will be used to plan cross content curriculum integration (24 hrs), School mission and Pillars-4-Success (16hrs), WinWin experiential learning includes: Growth Potential Self-awareness (GPS).

Grant

Public Charter Schools Program

Public Charter Schools Program

AS 1.1.5) FY 2012, school year 2: Data-based Continuous Improvement of PD for Student Achievement of Pillars-4-Success

Description:

September, 2011 - Align Professional Development with student, staff and FMS data and relevant research to enhance instruction: Assess FY 2011's PD by reviewing the outcome indicators and the corresponding outcomes. Assess how the PD outcomes effected the year's educational program as evaluated in August, 2011. Whole-staff use the Lets Get Together Planning & Decision-making process to develop the FY 2012 academic year's professional development goals, objectives and strategies. Integrate internal data of staff, students and FMS and compiled SIS data into the LGT process model for inclusion into the PD plan development. Continue to factor insights and research focused on the developmental impact of incarceration, substance abuse, poverty and minority culture(s) into PD planning. Assess how and which staff will be exposed to cross-training functions to support personal-professional growth and to support the school's evolving staffing needs. Work with the ODE and the LPDC to coordinate the WinWin Academy's student-specific PD needs with HQT standards. Work with ODE and USDE to progress toward accreditation.

Benchmark Indicator

#1: October, 2011 the staff developed its PD goals, objectives, strategies and budget for the remainder of FY 2012 school year through September, 2012. #2: Specific staff was identified and a plan was initiated to cross-train staff to support personal-professional growth and the School's evolving staffing needs. #3 Progressing toward high school accreditation.

Grant

Public Charter Schools Program

Public Charter Schools Program

S 1.2) Data-Driven Decision-Making

Description:

Data-based PD: Each October, assess the previous year's PD by reviewing the outcome indicators and the corresponding outcomes. Assess how the PD outcomes effected the year's educational program as evaluated through September of that year. Whole-staff use the Let's Get Together Planning & Decision-making process to develop that academic year's professional development goals,

objectives and strategies. Integrate internal data of staff, students and Family-Member-Sponsors (FMS) and compiled SIS data into the planning process model for inclusion into the PD Plan. Continue to factor insights and research focused on the developmental impact of incarceration, substance abuse, poverty and minority culture(s) into PD Plan. Work with the ODE and the LPDC to coordinate the WinWin Academy's student-specific PD needs with HQT standards. Data-based capacity building: Conduct an asset assessment of staff and use data to cross-training functions to support personal-professional growth and to support the school's evolving staffing needs. Work with the ODE and the USDE on school accreditation. Data-based Student Performance Measures: Integrate individual student achievement data into Individual Student Plans and interventions.

AS 1.2.1) FY 2011, School Year 1: Learning Data Reporting Systems

Description:

1) Identify and participate in Ohio's Education Management Information System (EMIS) function and use training. Incorporate EMIS reporting responsibilities into job descriptions of appropriate non-certified staff. 2) Train two non-certified school personnel in the Functions and Use of EMIS. 3) Identify and obtain the appropriate student performance information system to track student performance, Selection criteria to include: ease of customizing to include Pillars-4-Success components, price, availability of future upgrades and integration with other digital systems. 4) Train whole teaching staff on Function and Use of selected student performance information system. 5) Select two non-certified school personnel to participate in ESCCO training of the function and use of the AOIS system to monitor compliance with annual state documents and requirements.

Benchmark Indicator

EMIS reporting responsibilities are incorporated into appropriate staff job descriptions Two non-certified school personnel are trained in EMIS functions and use An appropriate student performance information system is obtained Teaching staff is familiar with function and use of selected student performance information system Two non-certified school personnel are trained in AOIS system

Grant

Public Charter Schools Program

Public Charter Schools Program

AS 1.2.2) FY 2011, Year 1: Data Reporting Systems Professional Development

Description:

1) Include relevant EMIS and the student performance information system functions and use in whole-staff Teachable-Moments professional development. 2) Work with Sponsor, Educational Service Center of Central Ohio (ESCCO), to ensure coordination of EMIS reporting with the Authorizer Oversight Information System (AOIS). 3) Begin incorporating student data into PD themes and lessons to enhance instruction and support of Pillars-4-Success acheivement.

Benchmark Indicator

PD included content on EMIS function and use; Student data was incorporated into PD themes and lessons which focused direction of PD toward enhanced instruction and support Pillars-4-Success achievement.

Grant

Public Charter Schools Program

Public Charter Schools Program

AS 1.2.3) FY 2012, school year 2: Continuous Improvement of Data Reporting Continuity and Application

Description:

Continue to assess and improve the continuity for data analysis with a coordinated strategy for data compilation and reporting among the Educational Management and Information System (EMIS), the Authorizer Oversight Information System (AOIS) and the student performance information system. Continue to align data with teaching strategies and support for Pillars-4-Success acheivment.

Benchmark Indicator

#1) Use data to direct teaching strategies and support Pillars-4-Success acheivement. #2) Create an objective, strategy and outcome indicator to evaluate all student and staff interventions.

Grant

Public Charter Schools Program

Public Charter Schools Program

AS 1.2.1) FY 2012, school year 2: Student-Directed Education for Academic Recovery and Advancement (Between Now and Then Learning Community)

Description:

This second year action step will assess the effectiveness of the strategies used to empower students to take personal responsiblity for their education, their successes and their short-comings. During FY 2012, the previous year's activities under Student-Direct Education and Individual Academic Recovery will be reviewed. Teachers will continue to involve each student in developing & implementing his/her Personal Education Plan (PEP), encouraging choice of instructional strategies. Each students' Personalized Education Plan (PEP) will determine the conditions of value added achievement. The A+ courseware, content grades 6-12, will provide continual assessment of each student's academic achievement. This data will continue to be integrated into the PD and will inform interventions for both students and staff. 21st Century funds will continue to support our Between-Now-and-Then Learning Community (BNTLC) with scheduled tutoring, individual use of A+ academic courseware and small group coaching. Students will continue to be encouraged to analyze their individual current status, their need and to implement planning and follow-through as they progress to achieve the Pillars-4-Success.

Benchmark Indicator

Determine the relationship between students' educational choices (elective selections, , PEP outcomes and value-added performance measures. Align outcome data with PD Plan to enhance instruction and use outcome data to inform modifications to day-to-day activities and or the educational model.

S 1.3) Foster Student Acheivement

Description:

Align professional development and value-added acheivment data with identified student needs. Use student relevant and engaging instructional strategies and intentionally integrate the Pillars-4-Success into all school related activities. Students and staff will be held accountable to work toward practicing and using the skills embodied in the Pillars-4-Success to secure students' lasting success.

AS 1.3.1) FY 2011, school year 1: Student Directed Education

Description:

Supported by PCSP and all other funding sources: Teachers will involve each student in developing and implementing his/her Personal Education Plan (PEP) and will provide student choice among varied engaging and relevant instructional strategies including self-directed A+ Courseware, small group direct instruction, whole group facilitated learning. Students will be encouraged to develop lessons and teach others. Pillars-4-Success rubric will, by design, support the transference and personally relevant application of knowledge. Student outcomes will form the PEP's continuous improvement. Supported by 21st Century Grant: Develop and distribute a Between-Now-and-Then Learning Community program Guide from which students select what they want to participate in. Each Guide will reflect the upcoming 11 week academic quarter. *The WinWin Academy is an all-year-round school with 2 week intersessions every 11 weeks. By selecting their participation, they will be assuming responsibility and working toward their established goal. The Program Guide will have a Planning Journal component so that each student can track of "what" s/he is taking; "how" it relates to his/her personal goal; "why" s/he thinks it will advance his/her personal objective.

Benchmark Indicator

BNTLC: 21st Century funding to develop Program Guide with student planning journal for ea. 11 week session. 80% of participating students will demomstrate correlation between out-of-school and in school learning.PCSP funds to support value-added perform. measures: Every 6 months, each student will show academic improvement and successfully complete one of the Pillars-4-Success. Months 1-6 = Belonging, Months 7-12 = Generosity, Months 13-18 = Mastery, Months 19-24 = Independence

Grant

21st Century

21st Century

Public Charter Schools Program

Public Charter Schools Program

AS 1.3.5) FY 2011, school year 1: Individual Academic Recovery

Description:

Each students' Personalized Education Plan (PEP) will determine the conditions of value added achievement. The A+ courseware

will include grades 6-12 content and will provide continual assessment of each student's academic achievement. This data will be integrated into the PD and will inform interventions for both students and staff. Between-Now-and-Then Learning Community (BNTLC): 21st Century funds will support scheduled tutoring, individual use of A+ academic courseware and small group coaching. A system will be created for students to schedule their individualized tutoring. This will allow students to communicate their expectations and need. This strategy, rather than a "drop-in" tudoring norm, will encourage students to analyze their individual current status, their need and to implement planning and follow-through.

Benchmark Indicator

21st Cent. funds will support 6-hours each week of tutoring, individual use of A+ academic courseware and small group coaching in BNTLC. Total: 66 hours per 11 week session. PCSP and other funds will support: 80% of students to demomstrate value-added achievement determined by their PEP. Every 6 months, 80% of students will successfully complete one of the Pillars-4-Success. Months 1-6 = Belonging, Months 7-12 = Generosity, Months 13-18 = Mastery, Months 19-24 = Independence.

Grant

21st Century

21st Century

Public Charter Schools Program

Public Charter Schools Program

AS 1.3.6) FY 2012, school year 2: Student-Directed Education for Academic Recovery and Advancement

Description:

This third year action step will assess the effectiveness of the strategies used to empower students to take personal responsiblity for their education, their successes and their short-comings. During FY 2012, the previous year's activities under Student-Direct Education and Individual Academic Recovery will be reviewed. Teachers will continue to involve each student in developing & implementing his/her Personal Education Plan (PEP), encouraging choice of instructional strategies. Each students' Personalized Education Plan (PEP) will determine the conditions of value added achievement. The A+ courseware, content grades 6-12, will provide continual assessment of each student's academic achievement. This data will continue to be integrated into the PD and will inform interventions for both students and staff. 21st Century funds will continue to support our Between-Now-and-Then Learning Community (BNTLC) with scheduled tutoring, individual use of A+ academic courseware and small group coaching. Students will continue to be encouraged to analyze their individual current status, their need and to implement planning and follow-through as they progress to achieve the Pillars-4-Success.

Benchmark Indicator

Determine the relationship between students' educational choices (elective selections, , PEP outcomes and value-added performance measures. Align outcome data with PD Plan to enhance instruction and use outcome data to inform modifications to day-to-day activities and or the educational model.

Grant

21st Century

21st Century

Public Charter Schools Program

Public Charter Schools Program

AS 1.3.1) FY 2011, school year 1: Student Directed Education (Between Now and Then Learning Community)

Description:

Supported by PCSP and all other funding sources: Teachers will involve each student in developing and implementing his/her Personal Education Plan (PEP) and will provide student choice among varied engaging and relevant instructional strategies including self-directed A+ Courseware, small group direct instruction, whole group facilitated learning. Students will be encouraged to develop lessons and teach others. Pillars-4-Success rubric will, by design, support the transference and personally relevant application of knowledge. Student outcomes will form the PEP's continuous improvement. Supported by 21st Century Grant: Develop and distribute a Between-Now-and-Then Learning Community program Guide from which students select what they want to participate in. Each Guide will reflect the upcoming 11 week academic quarter. *The WinWin Academy is an all-year-round school with 2 week intersessions every 11 weeks. By selecting their participation, they will be assuming responsibility and working toward their established goal. The Program Guide will have a Planning Journal component so that each student can track of "what" s/he is taking; "how" it relates to his/her personal goal; "why" s/he thinks it will advance his/her personal objective.

Benchmark Indicator

BNTLC: 21st Century funding to develop Program Guide with student planning journal for ea. 11 week session. 80% of participating students will demomstrate correlation between out-of-school and in school learning.PCSP funds to support value-added perform. measures: Every 6 months, each student will show academic improvement and successfully complete one of the Pillars-4-Success. Months 1-6 = Belonging, Months 7-12 = Generosity, Months 13-18 = Mastery, Months 19-24 = Independence

Professional Development

Describe your school's plan to ensure continuing professional development and assessment of all staff, including aspects such as: insuring staff participation in the school's vision, mentoring, aid to teachers to achieve HQT status or appropriate licensure, cultural sensitivity training, LEP issues and special needs requirements. What funding sources will you use?

Grant yrs 1 and 2: The Pillars-4-Success principles will also be applied to staff Professional Development. Prior to school operation, professional development will be required of licensed and non-licensed staff to focus on 1) Belonging, 2) Generosity, 3) Mastery and 4) Independence relative to 1) the WinWin Academy mission 2) WinWin's core curricula 3) Developing a collaborative team model of licensed teachers and thinking aides working together 4) Policies, procedures and cultural training relevant to working in a corrections environment. 5) Learning and using the instructional and assessment technology; exploring differentiated instruction techniques and integrating strategies with the Pillars4Success rubric. Educational Sponsor, ESCCO, will provide training on the function and use of the Authorizer Oversight Information System (AOIS) to monitor compliance with annual state documents and requirements. Grant yr. 2 (FY 2011): WinWin Academy will open all 3 campuses. Therefore, staff PD will consist of frequent (biweekly) planned "checkins," "reflections" and "Teachable Moments". "Checkins" will be staff follow-ups on questions, issues, previously introduced information. Whole-staff sharing "reflections" will be critical to the development of staff's sense of community and team. "Teachable Moments" will be short lessons (skill or strategy development) meant to address staff concerns, questions and continuous improvement interests. Whole-staff Teachable Moments professional development will also include relevant information pertaining to EMIS and the selected student performance information system functions and use. Beginning in grant year three (school year two) and beyond, the Let's Get Together (LGT) Planning and Decision-making Process for CHANGE will be used by the whole staff to develop each year's professional development goals, objectives and strategies. The PD planning will directly follow the program evaluation planning schedule. Compiled data from the SIS and student data will integrate into the LGT process model and therefore be incorporated into all professional development planning. Using the LGT planning and decision-making process will create a dynamic whole-staff ownership of continuous improvement through assessment and professional development. Staff will be exposed to cross training functions to support personal professional growth and to support the school's evolving staffing needs. WinWin Academy students represent a disproportional distribution of minority youth. Therefore, PD planning will (for example) infuse insights and research focused on the developmental impact of incarceration, substance abuse, poverty and minority culture(s). PD will additionally factor how and which staff will be exposed to cross training functions to support personal professional growth and support the school's evolving staffing needs. The school's leadership will work with the ODE and the LPDC to coordinate the WinWin Academy's student specific PD needs with HQT standards.

Program Evaluation

Describe how you monitor and evaluate your progress in achieving your goals and objectives. What data is collected? How does your school use this data to support needed changes? How are your sponsor, teachers, staff and parents included in this process?

American Education Corporation's, A+ courseware program will be a foundation from which teachers will expand concepts, differentiate instruction and create personal and social relevance. A+ is also a digital student information system that tracks student performance. We will use student data to assess instruction efficacy and said data will be factored into continuous improvement efforts. Selection criteria included: the product's ease of customization, price, availability of future upgrades and integration with other digital systems. We are looked for, and found in A+, a system that will integrate our Pillars4Success components. Additionally, we are exploring and evaluating the applicability of the student ePortfolio developed by The Center for Experiential Learning Leadership and Technology, CELLT. We will compile, analyze and report data from both teaching and learning perspectives in addition to assessing students' reintegration with family and community. The Authorizer Oversight Information System (AOIS) program will be used to monitor compliance with annual state documents and requirements. Additionally, the research functions of the ODRC and The Ohio State University will continue to evaluate the school's effectiveness. Reports and results will be shared to foster continued best practice and innovation. Continuous Improvement Goals and Objectives: Goals: 1) Support student achievement through Pillars-4-Success 2) Maintain academically rigorous and relevant course work 3) Remain fiscally sound 4) Graduating Students 5) Foster students' and staff's sense of communal responsibility 6) Create learning environment that fosters lawful career advancement and postsecondary education 7) Increase students' capacity to manage their lives. Objectives: Student achievement of one of the Pillars-4-Success completed each year. 90% attendance. Achievement of all Pillars-4-Success prior to age 22. 80% of students earn diploma. 80% of students demonstrate increase sense of responsibility for others prior to completion of Independence Pillar. Stakeholder Participation in Evaluation: August of each year, the LGT Decision-making/Planning Process will be used for whole school continuous improvement planning. Our implementation strategies and outcome indicators will include a system of internal data reporting both from the classrooms and the Pillars-4-Success. Licensed and classified staff, students, and Family-member Sponsors (FMS) will contribute to the internal data. In November, February and May of each year, those reports will be summarized and we will have whole staff and sponsor "continuous improvement" meetings. Teachers and Thinking Aides will receive feedback on individual progress what's working and what needs to be improved. Implementation Strategies and Measurement Instruments will be identified to ensure that instruction and academic content, problem-solving, school climate and school growth support our goals. Our Sponsor, the Educational Service Center of Central Ohio, will ensure oversight, transparency and accountability. WinWin Academy and its sponsor, ESCCO, are developing a detailed Accountability Plan which will outline the assessments, performance indicators and expectations that ESCCO

will use to evaluate WinWin Academy's annual performance. This Accountability Plan will include the indicators required by state and federal law for all community schools, plus the unique indicators of success developed by WinWin Academy.

Budget Amounts/Narrative

The CCIP budget is for one year. The annual implementation budget amount is $150,000 for schools initially funded in FY09. The implementation budget for all other schools is $225,000. Provide a detailed budget narrative that identifies expenditures for each object code.

Professional Development Total: - $26,055 (detailed below) PD/400: Purchase two-days of consultant/training services: instructional strategies for different learners integrated with the Pillars-4-Success rubric (M. Oppenheimer) @ $1200 p/day. $2,400.00); Purchase 3.5 days @ $1500 p/day ($5,250) of Point, Click, Learn professional development training on technology, differentiated instruction and student assessment. Purchase 88 hours of training to support Pillars, curricula integration, planning and the specific needs of our student population (@$175 per hour, ($15,400.00); travel mileage: 2000 @ .44 p/mile ($880) PD/500: Stepping Out Facilitator Training @ $20 for 20 facilitators ($400); Let's Get Together for Academic Achievement curricula for teachers $65 ea x 15 ($975); LGT process materials to support teacher & thinking aides professional development $50 ea. x 15 ($750). Instruction Total: - $177,545 (detailed below) Instruction/400: A+ academic courseware license for 60 concurrent users: middle and high school curricula to support anticipated variance in start-levels. $600 per user ($36,000) Instruction/500: Purchase curriculum and student workbooks for 100 students @ $20 p/student p/curriculum: Families-Together, Conflict Intervention, ($4,000); $20 for 100 students H.O.P.E. Mentor curriculum ($2,000); Supplies - ($5,000); -- art, drama and music supplies, career technology materials, supports for students with specific learning needs Instruction/600: Purchase distance learning equipment for two campuses ($22,000); Campus one: server ($4,825), classroom computer accessories ($800), laptop storage cabinets ($1,680), projectors, mounts/white boards (4) ($4,000), 60 student computers ($46,300), 8 teacher computers ($8,634), corresponding software and hardware ($6,659.00), network hardware ($3,595), printer ($460), 32 classroom response-clickers complete package ($3,000) Co-lo server/data security: ($8,320); desks, chairs, misc. furnishings and equipment ($20,272) Support Total: - $7,500 (detailed below) Support/500: SAIS Software ($6,000); Support/600: Student identification system ($1,500); Governing/Admin Total: - $11,250 (detailed below) (400): School legal services for start-up ($2,000); School accounting services for start-up ($3,000) School IT services for start-up ($3,000) (600) desks, chairs, misc. furnishings and equipment ($3,250) Family/Community Total: - $1900 (detailed below) (400): Marketing/Communication tools, Continuous awareness campaign throughout Ohio. ($1,900) Safety Total: $750 (detailed below) (500): Purchase security devises (remote door lock/keyless entry) to create safe school environment ($750.00)

Budget/Allocation of Resources/Costs/Budget Integration

Explain how this grant supports student achievement and the focus of your expenditures from this grant. How do you use the funds from other Federal programs administered by the U.S. Secretary of Education?

This grant will support effective instruction, school community efficacy and the integration of the Pillars-4-Success application. Rigorous PD will focus staff to address student needs and apply the skills reflected in the School's mission and vision. Varied technology will provide the opportunity for students' extended academic exposure, connect classrooms in prison with those in the community and will appeal to different types of learners as it accommodates IEP strategies. The courseware selected generates student specific data to use to assess progress and interventions. Funds will be sought to supplement the integration of academics with the arts, and career technology instruction both in Response-Able Workforce and Response-Able Technology. The youthful offender population often gravitates toward hands-on vocations and the arts. Applying academic lessons to and within the career focused technology and visual, musical and performing arts will enhance student engagement and support the development of creative expression. Additional student data collection will ensure school continuous improvement. Career Technology funding: Career Technology course work will focus on Response-Able Workplace (Administrative Office Technology) and Response-Able Technology (Computer Repair). Both traditional career technical programs will be integrated and augmented with the Pillars-4-Success and their academic subjects. Learning how to use computers in the workforce will integrate with the skills needed to be interpersonally successful in a work environment. Learning how to repair computers will be integrated and augmented with the Pillars-4-Success; Learning the mastery of technology while applying the skills and values of belonging, generosity and independence. Knowledge of technology will help students to secure employment; applying response-able technology skills transfer into developing responsible citizens. Title I Funding: WWA will employ at least one full time Title I Specialist. This individual will supplement students' academic work with reading focused activities that correlate with the Pillars-4-Success and other personally relevant activities. The School anticipates that 100% of our students will qualify for Title I services. The Specialist will use the student-specific data to help students identify strengths and to leverage those strengths to improve weaknesses. Students will have access to computers and academic resources beyond the "school day" so that individual motivation is supported. Through comprehensive content integration, Title I funding will also support the expansion of employability skills education, financial decision-making and healthy life choices. All content of this nature will be part of the Pillars-4-Success activities and outcomes. 21st Century Community Learning Center funding: The School is collaborating with the ODRC and Alvis House to supplement the students' out-of-school hours, 12 hours a week, with Youth Transitional Programming using distance learning technology and onsite coaching to enhance reading and language arts skills. Book Circle reading books such as, Why Bother-A Lesson of Hope. Skill sessions such as: Resume writing, Job Objectives and Skills, Job Application/Cover Letters, Career Assessment - Survey, Job Searching, Interviewing Questions and Skills, Effective Communication, Keeping the Job You Find, Banking Basics, Credit Reports, Budgeting/Living on Your Own, Community Resources, Goal Setting, Filling out your FAFSA

Governance of the Community School

Who are the members of the governing board? Give their titles, responsibilities for your school and affiliations with other schools. Who is the operator/sponsor of the school, and what is their role? Describe the services and name the personnel of any management company involved with the operation of the school. Name the superintendent and treasurer of the sponsoring district/ESC and the superintendent and treasurer

of the community school.

The school's Board includes 7 voting members. None of whom have affiliations with other community schools. Board Members are experienced educators, business leaders, public policy developers who have expertise in school policy and law, criminal justice, fundraising and fiscal and organizational development and accountability. WinWin Academy's mission and methodology is consistent with each Member's personal philosophy toward education and improving the lives of Ohioans. Jerry McGlone, Ph.D., Board President:, a national leader in correction education. Formerly Superintendent of the Ohio Central School System, of ODRC for more than 35 years, Jerry is currently the Superintendent Ohio Department of Youth Services. Janice Collette, Board Secretary, the Personnel Director for South-Western City Schools. There, Janice is the Chair of the Policy Committee and Civil Rights Coordinator. Previously, she was an ODE Consultant, Office of Community Schools and a principal. Don Cramer, Director of Outreach, OSU College of Education Human Ecology; Don oversees professional development delivery and facilitates student clinical experiences. Randi Love, Ph.D., Clinical Associate Professor, OSU College of Public Health, In addition to being an award winning teacher, Randi's 25 years of experience includes a variety substance abuse and violence prevention projects. Her expertise includes grant writing, data collection and evaluation. Ken Martin, Ph.D. Department Chair and Associate Director Programs, College of Agriculature, Department OSU Extension; coordinates multifacited education in 88 Ohio counties with under-served student populations. Tom McGarity, Senior V.P., Corporate Solutions, Cassidy Turley Commercial Real Estate, a facilities expert, Mr. McGarity is a businessman with links to many Ohio communities, networking and fundraising experience. David Tishkoff, CPA, MBA, President & CEO, Bullseye-Controls, has more than 20 years of business experience with a strong operations background. David knows what is involved in managing a large multifaceted organization with interdepartmental integration. His forte is creating systems for fiscal and organizational accountability. The Board's Bi-laws and Policies include but are not limited to: ethics, accounting practices, student discipline, audit controls, transportation, school climate and hiring practices. Policies shall be periodically reviewed and updated as the Board implements and monitors. The school's sponsor is the Educational Service Center of Central Ohio (ESCCO). The ESCCO also sponsors 6 other schools all of which are fiscally sound: Graham, Charles, Oakstone, South Scioto, Maritime and Star Academy. The WinWin Academy Board will report to the ESCCO, ODRC and stakeholders. The Board shall hire a licensed school treasurer and the CEO/Superintendent will hire school staff with Board recommendations. Board President shall execute contracts and agreements on behalf of the Board, and serve as the Board's chief spokesperson, as well as the board's liaison with the ESCCO. All Board members will participate in WinWin Academy's fundraising efforts. The Board has delegated authority and responsibility for managing day to day instructional and administrative operations, including grant management, to Lauren McGarity, CEO/Superintendent. Additionally, the Governing Board has the contributing experience and assistance of the school's advisory committee including: Terrance Wheeler, JD.; Terry Collins, Director ODRC Retired; Dr. Reginald Wilkinson, Ohio College Access Network, CEO and former ODRC Director; Jean Hilliard, V.P. Fifth Third Bank; Nancy Petro Due to the nature of the WinWin Academy, legislation has alternated the operator requirement with a requirement that the governing authority contract with a non-profit organization with specific qualifications to assist in the curriculum design and life-skill integration. WinWin, Incorporated is the 501(c)(3) organization.

Continuation

How will your school fund its operations when this grant is finished? What level of student enrollment will enable it to be fiscally viable? What other dependable sources of funding will be available?

The grant is being used to secure the resources necessary to support WinWin Academy's ongoing efficacy and expansion. Cost decisions are based on student enrollment and therefore the school should be fiscally viable by year three. The school's planning makes the following assumptions: School Size: Year One =100 students, Year Two = 200 students, Year Three = 350 students 40% of students will transition from prison campus to community campus each year. Career Tech. will, at minimum, include 40 incarcerated students in each year, Additional public and private grants and donations will be sought on an ongoing basis for education and inmate reentry sources. Information below is based on year one, 100 students X $5,565 $556,500 Career Tech (80% of students) $3,250.00 per student $ 260,000.00 College enrollment (20% of students) Unknown EMAD poverty-based assistance Unknown Dropout prevention Unknown Community outreach Unknown Title I (100% of students) $173,409.00 SI-SUB G $60,000.00 Improving Teacher Quality, Title II-A $7,609.00 Technology, Title II-D (Formula) $162.00 Technology, Title II-D (Formula) $1,624.00 Safe and Drug-Free Schools (SDFSC), Title IV-A $1,262.00 Innovative Programs, Title V $290.00 Special Education, Part B-IDEA $1,871.00 Special Education, Part B-IDEA $49,789.00 Other (1830,1840, 1850, 1860, 1870, 1890, 5100) Unknown Private/Public Grants & Donations Unknown Total Operating Receipts $ 1,337,516.00