

Budget

Elgin Local (048413) - Marion County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (434)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	195,000.00	0.00	195,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	105,840.00	5,934.00	0.00	0.00	111,774.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	105,840.00	5,934.00	195,000.00	0.00	306,774.00
Adjusted Allocation								0.00
Remaining								-306,774.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Creating Innovative Leaders

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Elgin Local Schools understands that to be 21st century leaders "the interest in and the ability to create new knowledge to solve new problems is the single most important skill that all students must master today"(Wagner, 2012, p.142). Therefore we are proposing an innovative, sustainable approach to education increasing literacy and mediated communication skills from Kindergarten to graduation where teachers collaborate in teams, both vertically and horizontally, utilizing dynamic schedules and grouping based on data and imbedded within technology rich authentic learning experiences to increase student achievement in school and in life. Elgin Local Schools will provide an individualized partnership with each student to design a customized learning experience that will empower them with intrinsic motivation as well as the necessary skills to positively impact the future from the local to global level(Schwahn & McGarvey, 2012).

1377 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Lori Vandeborne

Organizational name of lead applicant: Elgin Local School District

Unique Identifier (IRN/Fed Tax ID): 048413

Address of lead applicant: Elgin Local School District, 4616 LaRue Prospect Rd., Marion, OH 43302

Phone Number of lead applicant: 1-740-223-4301

Email Address of lead applicant: vandeborne_l@elginschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Scott Curtis

Organizational name of secondary applicant: Elgin Local School District

Unique Identifier (IRN/Fed Tax ID): 048413

Address of secondary applicant: Elgin Local School District, 4616 LaRue Prospect Rd., Marion, OH 43302

Phone number of secondary applicant: 1-740-223-4300

Email address of secondary applicant: curtis_s@elginschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Not Applicable

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The implementation team for this initiative will consist of highly qualified and flexible teams of educators. The teams will house differing subject area specialists who are highly proficient and effective classroom teachers. These educators have been identified as being willing to plan, learn, and deliver this innovative approach to education. They are committed to excellence and will participate in intense professional development based on problem based learning, curriculum planning, technology integration, and training students to be driven leaders possessing the skills necessary for 21st century success. These teams will rotate and overlap collaborating across subject areas and grade levels K-12. They will work in conjunction to create more authentic to life learning experiences for themselves as a professional learning community and their students through projects, community interaction, problem solving, use of technology and proper communication strategies. At the high school and middle school level teachers are successfully participating and implementing best practices gained through the High Schools that Work (HSTW) grant, the Making Middle Grades Work (MMGW) grant, and the Literacy Design Collaborative (LDC) grant. These instruction models work nicely in conjunction with our Ohio Improvement Plan (OIP) which focuses on differentiated instruction and integration of high level of collaboration across grade levels and content areas. Our LDC team is successfully utilizing the knowledge gained and the onsite coaching available to transition towards creating a curriculum that ensures a comprehensive engagement of our students with the Common Core State Standards(CCSS). At the elementary level At the elementary level, we have fulfilled the requirements for the DiMarco Family grant, the Mid Ohio Energy Grant, and the Martha Holding Jennings grant. Currently, the fourth grade team has received and is implementing the TRECCA Research and Design technology grant and strategies gained from the Ron Clark instructional engagement model with fidelity. Elgin Local Schools is in the midst of a dynamic transformation of culture and instruction and our educator's enthusiasm is permeating throughout the surrounding communities.

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

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

At the start of this school year, Elgin Local Schools moved into a brand new facility. Within this facility we have successfully consolidated four separate school buildings into one state of the art K-12 building. We view this funding as an opportunity to capitalize on the current wave of positive momentum ignited within our school and community in response to the new facility. Elgin Local Schools is a rural school district serving a student population of approximately 1377 students from diverse socioeconomic standings with 52% of our population falling within the economically disadvantaged range. Elgin Local Schools understands these implications of poverty and will fosters a strong sense of intrinsic motivation and an interpersonal skill set based on Franklin Covey's highly acclaimed school success model, The Leader in Me. The main focus of this model is Stephen Covey's, Seven Habits of Highly Effective People. The seven habits have been proven beneficial in helping to create effectiveness in business, personal life, and education. Students are being exposed to instruction on these habits using a common language and clear set of strategies to teach goal setting, behavioral expectations, interpersonal skills, procedural frameworks, strong work ethic, and academic/life planning that will stay consistent from Kindergarten to graduation. Much like a professional athlete utilizes repetition to achieve muscle memory, the use of the 7 habits will become ingrained in their behavior as productive and efficient problem solvers willing to take action. It is imperative that these skills are also practiced at home to be highly advantageous. We desire to extend our Leader in Me initiative into the families by certifying staff to teach the Family version of the Seven Habits. We understand that "to sustain strong, positive cultures, leadership must come from everyone. It must be distributed, shared, and truly democratic, based on trust, authenticity, and core values"(Deal & Peterson, p 250., 2009). By training our staff to lead

this initiative and be facilitators of both the family and school model we will be creating an internally sustainable positive and proactive school and community leadership culture based on strategies which have a pungent history of successful outcomes. Our desire is to develop a learning community based on these values and provide a functional application of content standards across subject areas through technology-enhanced literacy rich problem based learning experiences. This will be supported by the creation of strong, self-sustaining Professional Learning Communities (PLC) for staff and students alike. We will invest in providing our educators with high quality professional development in team teaching using data driven, technology rich, problem based learning, and authentic real-to-life community service learning experiences. With the support of the Leader in Me coach, the OSU Literacy Collaborative, the HSTW and MMGW LDC coach, and the PLC specialist, we will conduct a detailed analysis of our most recent and past Measures of Academic Progress (MAP) test results/trends (K-12), state testing results, and utilize formative assessments to effectively differentiate instruction. To take individualized learning to the next level we will also purchase chrome books for each student and provide them with guidance on how to utilize them for a more individualized instruction with enrichment, self-directed learning, and train/monitor them on proper mediated communication skills. Elgin Local Schools will also blur the lines between grade levels, subject areas, and even the schools within our building to create a truly dynamic learning community where students are driving, monitoring, and understanding their own metacognitive processing. We will teach them to become innovative cognizant learners through application of the 21st century leadership skills they all innately possess.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

To fulfill a learning culture transformation Elgin Local Schools will continue embedding leadership strategies within our staff and students with the Leader in Me model. This initiative has been well received with our staff and they are living it in their classrooms and lives with fidelity. Our families are ambitious to jump on board and we will extend this life management system to achieve high levels of effectiveness into the homes of our families and community. We will impact not only our students, but the lives of those they impress. By providing them with the leadership model we can and will "disturb the future in a manner that approximates the desired [positive community and student] outcomes"(Fullen,2001, p. 137). The family plan will be rolled out through certification of three staff members to facilitate an ongoing program for teaching the 7 habits to families. This is a one-time cost to achieve priceless results. By way of building this collaborative relationship to connect normally independently functioning entities(the school, the family, and the community), students will be influenced positively within all facets of their lives to improve the work ethic and productivity of all involved. To further the impact through modeling collaboration we will utilize a Professional Learning Communities(PLC) specialist to help enhance the effectiveness and efficiency of our District and Building Leadership Teams and grade level and departmentalized Teacher Based Teams. Jason Hillman, has received high acclaim for using successful implementation of the DuFour model for PLC's to raise the standards within his own building in Wyoming and has agreed to coach our teams for \$5,980(Personal Communication, J.Hillman, October 23, 2013). This individual is currently affiliated with The Ohio State University's (OSU) Literacy Collaborative program. The Literacy Collaborative is a ten-day onsite professional development we desire to utilize for a K-8 literacy improvement plan tailored directly to our needs. We would like to extend a Literacy Collaborative similar the HSTW LDC model into the elementary and middle school. The OSU Literacy Collaborative has proven beneficial to many school districts in the central Ohio area and boast several schools which have been designated as Schools of Promise since it's implementation. It aligns nicely to the same philosophy of the LDC design and delivery and supports the components within the 3rd Grade Guarantee. This cohesiveness would ensure an effective transition and preparatory structure for our students as they advance from primary to intermediate instructional levels. This design would work best paired with a cross curricular design for CCSS delivery. To encourage this instructional change model toward project-based learning we will employ the Buck Institute of Education model. This would consist of seven days of high quality project based learning training for 35 staff members per session. The cost for this training will be \$32,869 and would ensure that we reach a sustainable environment for collaborative planning and delivery of instruction based on prolific delivery and provide our teachers with a plethora of relevant resources. Finally to provide students with the technological skills needed is essential for employment in today's globalize workforce. Therefore we will be purchasing additional Chrome books to add to the grade level classroom sets attained at the start of this school year. The cost of this additional technology will be \$195,000. This technology would be the essential element to complete our vision of a one-to-one system for students to learn communication, systems, and skills necessary for 21st Century workforce success, ultimately producing within Elgin Local Schools a community of learners who will lead us into tomorrow and beyond.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Not Applicable

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

306,774.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The philosophy behind our budget is to provide specialized training to our staff in order to prepare them to model, train, and sustain the initiative internally within our district. We believe that with the \$306,774.00 that we are requesting we can ride the wave of momentum within our district which is in the midst of consolidating into a new building, with new traditions, and a new physical and instructional infrastructure. The professional developments will be viewed through a train the trainer lens so that we are internally capable of sustaining this transformative project long term with little cost to the district. Developing a strong PLC is at the core of this transformation and will cost \$5,980 with extension learning materials. The cost of extending the Leader in Me initiative within our district has already been budgeted, however since our staff has accepted this model with such intensity and has begun to peak curiosity of families and community members we desire to extend this into the families. This would require a one day certification training for three staff members, one at each school level, to deliver the family model. This would be coupled with a training to also certify staff to train other in the school model and would only cost \$2,800. We would also be sending staff members to the area Leader in Me Symposiums so that they can witness the model being implemented in other schools and bring back ideas that would work within our school. By brining our site coach to the school more often to work with teachers in the classroom setting on their delivery of the leadership model will cost \$12,500 and will not only support our educators, but increase accountability levels of staff and students to actively embed the instruction of the habits into daily lessons. This system will eventually bring in revenue as we welcome schools to do site visits to witness our student and staff leadership qualities. Next the Literacy Collaborative will ensure that the focus stays on our main focus of high standards for academic achievement for our students. To provide them with a strong literacy foundation in both informational text and literacy text will enhance their capabilities in all areas of application of knowledge to life. The cost of this training will be specifically designed to meet the literacy needs at the K-8 level and will ensure their successes at Elgin High School where a "task" based instructional methods are being employed. This will cost \$20,000 for ten days of professional on-site training. The plan developed will be self-sustaining based on the training received and the professional development to create a PLC will ensure that we develop our own staff continue the improvement initiatives on our own. Seeking out and implementing new ideas based on the ever changing needs of our students will become our norm. We have budgeted \$4000 to start and sustain a multi-media and print professional learning library. Finally the cost of technology for a one-to-one ration of device to student will run \$195,000 and will be sustainable. The cost of maintenance and upgrading these devices will be easily attained through our departmentalized curriculum funding system. We will use the monies that we save from maintaining four separate buildings technological infrastructure to upgrade the devices when needed. We will also use the monies set aside in the budget for traditional textbooks to purchase the much more affordable internet based materials available to educators. Therefore the sustainability of our technology will replace our the cost of our previously printed curriculum materials making our one-to-one initiative completely sustainable. Since Elgin Local Schools has a proven track record of strong staff retention, investing in the professional development of staff is the most sustainable and fiscally responsible avenue to achieve a community of in learners and leaders.

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

13,800.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The cost above are easily sustainable for our school district through general funds and only include a budget to buy student materials for the Leader in Me (\$8,900) initiative and the annual cost of providing continued coaching and online access to the Leader in Me Online professional learning community (\$4,900).

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

0.00 * Specific amount of expected savings (annual)

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

Not Applicable

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Since Elgin Local Schools has a proven track record of strong staff retention, investing in the professional development of staff is the most sustainable and fiscally responsible avenue to achieve a community of in learners and leaders.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

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

* Proposal Timeline Dates

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

* Narrative explanation

Starting in January we will begin planning and scheduling our professional development dates. We will utilize staff development time slots already available and our BLT, TBT, and DLT meeting times to assess the data and organize plans with our coaches. The embedded nature of this proposal will allow for flexibility and time management. Since we are working on becoming more comfortable with flexible scheduling and co-teaching using projects, we will utilize these processes to allot of time with coaches and specialists.

Implement (MM/DD/YYYY): 02/03/2014

* Narrative explanation

The implementation of this transformative process will begin in February use a systematic approach to spreading the professional development amongst staff. Our most significant barrier will be for our teachers to be out of the classroom instructional setting. This will be difficult for them to do since they have such a high level of commitment to our students. We will strive to provide them with on-site coaching that minimalizes their time away from their students. The educators within Elgin Local Schools are anxious and willing to learn and the quality of professional development that we are proposing and currently implementing is providing them with the confidence that the small time they spend away from their students will enhance the quality of their future time spent facilitating student driven learning in the classroom.

Summative evaluation (MM/DD/YYYY): 06/03/2014

* Narrative explanation

To evaluate the student achievement we will track, disaggregate, and complete a detailed analysis of our common assessments, classroom formative assessments, and summative assessments already in place. We will also track data from our staff and student leadership (data enriched) digital/physical portfolios. Using the data and evidence within these portfolios and student NWEA and common assessment results over time will provide a clear indicator of ongoing and consistent growth. Educators will spend time during their TBT, BLT, and DLT to analyze student growth as a result of the implementation of the new instructional model and determine the need to adjust the program if data indicates a need for redirection. Data and evidence of the project goals will be provided by teachers, students, and building leaders to both qualitatively and quantitatively provide evidence of successful implementation practices of our student achievement goal. To evaluate the school culture piece, students, teachers, and administrators will set attainable personal and combined short and long term goals and record their individual, classroom, school and district progress toward these goals with provided evidence. They will analyze discipline records, attendance, and satisfactory survey results from parents, students, and staff which will be completed prior to, ongoing during. Observations, both formal and informal will be compared from the beginning of the implementation to the end of the implementation to document specific evidence of our desired transformation into a positive professional learning community. Close observation of these results will insure that we stay focused on the goal and readjust our strategies to attain success. We will also be taking into account the Leader in Me evaluation process that will determine if we will reach exemplar status and be designated as a Lighthouse school. We have already begun tracking our growth in this area and will be collecting school culture data for this process. Finally to evaluate the sustainability of this project we will keep records of the cost of implementation practices and reflect on our experience to determine what works, how it works, and what needs to be adjusted. By conducting a needs assessment of our systems at key points throughout the implementation process and then recording the changes in comparison to our goals, and even adjusting goals along the way, we will be able to ensure that a fiscally responsible model that is working and includes all mandated and purposed initiatives will result in the creation of innovative leaders.

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

Our educators and students will become self-directed problem solvers with intrinsic motivation strong in technology skills and literacy to impact the world. Teachers will facilitate students through learning experiences versus the traditional style of direct instruction. Students will drive their own learning and teach one another using a collaborative team effort to determine and solve problems, ask essential questions, and determine the correct strategies for a plan of attack. Teachers will work together in planning, instruction, and on assessment to insure high expectations and differentiated instruction is occurring for every student.

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

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

Elgin Local Schools understands that to be 21st century leaders "the interest in and the ability to create new knowledge to solve new problems is the single most important skill that all students must master today" (Wagner, 2012, p. 142). Therefore we are proposing an innovative, sustainable approach to education increasing literacy and interpersonal/mediated communication skills from Kindergarten to graduation where teachers collaborate in teams, both vertically and horizontally, utilizing dynamic schedules and grouping based on data and imbedded within technology rich authentic learning experiences to increase student achievement in school and in life. Elgin Local Schools will provide an individualized partnership with each student to design a customized learning experience that will empower them with intrinsic motivation as well as the necessary skills to positively impact the future from the local to global level (Schwahn & McGarvey, 2012).

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

Yes

No

22. If so, how?

Other districts could implement similar models of instruction. However their model should look different according to their individualized district's needs.

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

Elgin Local Schools believes that by restructuring instructional practices in accordance with our plans and enhancing the school culture our students will be challenged to become independent divergent thinkers who will extend their cognitive ability based on their individualized needs and the life tools that are provided through the Leader in Me program. We will impact each child on an individual level and help to foster their natural abilities, provide them with opportunities to learn skills necessary for collaboration, proper communication practices, and technological knowledge. This will ensure that we are producing 21st Century leaders of learning who will succeed in leading and competing in the workforce of tomorrow.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Elgin Local Schools will ensure increased student achievement by providing them with the life planning, goal setting, and organization skills necessary to show improvement and understand that the grade level standards are only the baseline which is meant to be surpassed through high quality differentiated instructional practices. Elgin Local Schools will internally sustain this project through a train-the-trainer approach to the plan where educators and students alike become the innovative creators of their own standard based learning experiences. Elgin Local Schools will provide our educators and students with the proper knowledge and capabilities to become leaders of their own learning and obtainers of their own resources through service, project, and problem based community minded learning experiences.

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

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

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

To evaluate the student achievement we will track, disaggregate, and complete a detailed analysis of our common assessments, classroom formative assessments, and summative assessments already in place. We will also track data from our staff and student leadership (data enriched) digital/physical portfolios. Using the data and evidence within these portfolios and student NWEA and common assessment results over time will provide a clear indicator of ongoing and consistent growth. Educators will spend time during their TBT, BLT, and DLT to analyze student growth as a result of the implementation of the new instructional model and determine the need to adjust the program if data indicates a need for redirection. Data and evidence of the project goals will be provided by teachers, students, and building leaders to both qualitatively and quantitatively provide evidence of successful implementation practices of our student achievement goal. To evaluate the school culture piece, students, teachers, and administrators will set attainable personal and combined short and long term goals and record their individual, classroom, school and district progress toward these goals with provided evidence. They will analyze discipline records, attendance, and satisfactory survey results from parents, students, and staff which will be completed prior to, ongoing during. Observations, both formal and informal will be compared from the beginning of the implementation to the end of the implementation to document specific evidence of our desired transformation into a positive professional learning community. Close observation of these results will insure that we stay focused on the goal and readjust our strategies to attain success. We will also be taking into account the Leader in Me evaluation process that will determine if we will reach exemplar status and be designated as a Lighthouse school. We have already begun tracking our growth in this area and will be collecting school culture data for this process. Finally to evaluate the sustainability of this project we will keep records of the cost of implementation practices and reflect on our experience to determine what works, how it works, and what needs to be adjusted. By conducting a needs assessment of our systems at key points throughout the implementation process and then recording the changes in comparison to our goals, and even adjusting goals along the way, we will be able to ensure that a fiscally responsible model that is working and includes all mandated and purposed initiatives will result in the creation of innovative leaders.

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

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and

indicate your name, title, agency/organization and today's date.

Accept Kristin Dyer Principal Elgin Local Schools 10-25-2013