<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>275,000.00</td>
<td>96,727.00</td>
<td>2,218,273.00</td>
<td>0.00</td>
<td>2,410,000.00</td>
<td>0.00</td>
<td>5,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>275,000.00</td>
<td>96,727.00</td>
<td>2,218,273.00</td>
<td>0.00</td>
<td>2,410,000.00</td>
<td>0.00</td>
<td>5,000,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00

Remaining -5,000,000.00
We would supplement the improvements to our teaching strategies with new relevant research based reasoning and data driven rational our analysts would use new, up to date technology coupled with innovative programming and software to help.

While the data analysts would remain a part of the district team, in addition to our administrators, our technology coordinator and curriculum director are key resources that would help lead our district through the impending improvements a project of this scope would demand. Finally, we have a staff comprised of true professionals. Our teachers care about kids and what is best for their students.

The members of Western Reserve Schools are more than qualified to handle a project of this scope. Our innovative staff is led by a team of highly effective administrators who are familiar with High Schools at Work Funds, EET Grants, CCIP Reporting and the demands of restructuring a district. In addition to our administrators, our technology coordinator and curriculum director are key resources that would help lead our district through the impending improvements a project of this scope would demand. Finally, we have a staff comprised of true professionals. Our teachers care about kids and what is best for them. Members of our staff have helped to build portions of our school grounds with their bare hands. If we have teachers who will stop at nothing to construct buildings, no project is too big for Western Reserve Schools.

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.

The appropriation of job descriptions in schools has become inefficient and uninspired over the years and it is no wonder that it is difficult to find solutions for success when we are working with an outdated model. Our first solution would be to reform the infrastructure of our school to resemble that of a successful business. We are aware that doing so would expose the inadequate use of time and skills but we feel we have constructed a model that can accommodate the tasks and volume of responsibility that exists in schools. For example, while educators should be the experts at writing SLO’s, and end of year exams they are not the appropriate person to be analyzing corresponding data, it is a misappropriation of time and takes them away from creating relevant interventions and meaningful lessons for their students. Our solution would be to implement a specialized Human Resources Department that has a number of different, skilled members. One department would consist of efficient experts that are able to analyze student data and the areas in which student intervention is most necessary. In addition to data analysts, we would bring on specialized strategy analysts. Just as the business world has individuals that help experts temporarily revaluate and improve their model for success, we would utilize content specific experts to train our teachers on how to use the data to drive interventions in an imaginative and inspired way. With research based reasoning and data driven rational our analysts would use new, up to date technology coupled with innovative programming and software to help teachers create a more global educational experience for our students. Our vision creates a learning community where content specific experts share valuable knowledge and coach our staff in ways that they can improve their teaching techniques so time with students is more inspired, imaginative and effective. Furthermore, teachers would also be coached by the strategy analysts on ways to create their own professional learning communities. Right now, teachers are told to collaborate but unlike the business world, collaboration isn’t modeled. At this point, part of an educators’ job description would include regular collaboration focused on effective teaching techniques in through online networks, scholarly journals or local symposiums. While the data analysts would remain a part of the district team, strategy analysts would be focused as teacher techniques and collaboration capabilities became more effective. We would supplement the improvements to our teaching strategies with new relevant resources, software and technology. While this is a common improvement that many districts are driven to when searching for solutions for student achievement, the preparation and continued support teachers would have for implementation would move far beyond what we have seen before. Finally, we would implement character education for both our staff and our students. We’ve reached a point where we realize that we can’t accomplish anything without buy-in from our stakeholders. Students and staff are a school’s most significant stakeholder when it comes to success. Therefore we would need to
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.

14. What is the total cost for implementing the innovative project?
   $5,000,000.00 * Total project cost

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.
   $91,360.00 * 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.

16. Are there expected savings that may result from the implementation of the innovative project?
   $23,840.00 * 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.)

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 those 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): 10/01/2013 - 06/01/2016
   * Narrative explanation

Because the scope of this project is so large, we understand that planning for a successful execution of our goals will not only be time consuming but detail oriented. We also understand that it is critical to have key stakeholders such as our board of education, our teachers, our administrators, our students and our community learn about impending changes in the district. Creating buy-in with district professionals, when educators are already averse to the overwhelming amount change in education will be a barrier and therefore a top. Because that is our initial concern we would start...
taking with teachers about impending changes before we go to the community. We would try to find outside support to help drive our transition and help our staff to understand that streamlining will, in the end, result in a large tax bill for them.

We do recognize that in our project, all of our teachers have been trained on how to do so. In addition, we will move forward with the understanding that getting people to buy in takes relationships and we will have to talk with teachers about impending changes before we go to the community. We would try to find outside support to help drive our transition and help our staff to understand that streamlining will, in the end, result in a large tax bill for them.

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

There is a common feeling in schools right now that the apathetic are leading the apathetic. It is a terrifying thing to admit and an embarrassing reality to face; however, it is a fact that the project is successful. It is not just about new teachers or a new member of the district office staff but as a teacher. I am in the trenches with my peers and my pupils and I see the frustration for new teachers but struggle to find in the relevant, readily available manner that the rest of the world’s mediums throws information at us. Furthermore, I operate in an environment that is confused about what value to put or they desperately want to revere something of significance. I believe our project will have a lasting impact because it speaks to the needs of our staff and students. First and foremost, it doesn’t ignore that our values have changed and adjusted when we will be the first and only lasting success in our schools. Furthermore, it speaks to the long held supposition that “information is a source of learning. But unless it is organized, processed and available to the right people in a format for decision making, it is a burden, not a benefit” (Pollard). Our project allows us to organize that vast amount of information available to our staff and student and make it available to them in a way that the individuals who are most passionate about teaching are not only delivering it, but they are freshly trained on how to do so. In addition, our experts are not worn down by having their expertise misappropriated by having to process irrelevant information. We can’t help but believe in our project because it is not just about the core beliefs of a successful school but in those of a successful community. We believe that as long as our project maintains fidelity with our plans, it will continue on after the expiration of grant funds because staff, students and the community will see that while it sometimes takes a little while to get people to the right place, schools that are supported by good character, strong data and relevant, reliable resources will inevitably succeed.

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.

One of the main benchmarks that we hope to achieve over the course of five years is to close the achievement gap in our two sub-groups that are not achieving at the same rate as our other students. Currently, our data over the past ten years shows that our at risk students and students with disabilities are not excelling at the same rate as the rest of our student population. One of our main goals is to ensure that by the end of the five years data shows that our entir student population is growing at the same rate and no subgroup is left disabled by exterminating circumstances. The other major benchmark that we hope to reach is the implementation of collaborative learning communities for our educators and cross-curricular instruction for our students. Currently, our content specific departments are not proving that they can inspire efficient, effective improvements that our district needs to find new solutions to close our achievement gap. Our vision is to implement a plan that will open mediums for shared and technology, will, in the end, result in a large tax bill for them. It is because we empathize with those concerns that we have outlined a planning phase that will coexist with our implementation phase. We realize that while our rationale and outcome is something we as a project committee want to remain faithful to, we may have to be flexible on the means to get to where we want to go when major barriers are in our way. After our initial attempt at buy-in, we will start integrating our data analysts and strategy analysts. We would like to move to forward with the assimilation of new personnel as early as possible because we believe the more positive ideas longer, the longer people have to doubt them. We stand by our conviction that the additions to our staff will be such an asset to not only our teachers but our students that the sooner we get them in district, the sooner we will be able to get the rest of the people who doubted our project on board. We do recognize that a barrier in implementing strategy analyst might lay in the sheer difficulty of finding the right candidates. While an expert may not employ our strategy analysts until 6-8 months into the project, we will be using the entire planning time to look for the best individuals possible so when it does come time to bring new employees on board, they are inspired additions to the district that will be widely accepted by our staff and community. One of the greatest benefits to our project proposal is that it is centered around collaborating with experts in education. We realize that there is a strong possibility that we may not employ our strategy analysts. Once the reasons why we budgeted as many content specific strategy analysts as we did was not simply to bring on one for logistical support at the district level. While it would be nice to incorporate new and groundbreaking technological advances into our district immediately, we would wish to use our team of analysts, and our current staff to collaborate on that decision making process. We feel that a barrier in deploying new technology rests in buying too much too soon before examining the most well-worked out solutions. It would be wise to adopt a solution that accommodates the current needs and allows us to use our data analysts to grow and change as our needs change. We hope that by the end of the project period we will be able to start laying the groundwork for a regional consortium where our educators can share information and resources amongst professionals in our area and our strategy analysts will be phased out.

25. Describe the planned 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).

We plan to evaluate the success of our plan on student achievement through regular analysis of growth within short-term formative assessments, student collaboration in cross-curricular learning communities, end of course exams and the PARCC assessments. We will measure progress of our second benchmark through juxtaposes preliminary buy-in numbers against long-term support of our project plan. In addition through data on short term formative assessments of student success, feedback from strategy analysts and final summative assessments we hope to prove that restructuring our district’s info-structure will play a major role in helping to create a more collaborative, cross-curricular learning environment.

* 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.

Our current plan is to implement a plan that will open mediums for shared and technology, will, in the end, result in a large tax bill for them. It is because we empathize with those concerns that we have outlined a planning phase that will coexist with our implementation phase. We realize that while our rationale and outcome is something we as a project committee want to remain faithful to, we may have to be flexible on the means to get to where we want to go when major barriers are in our way. After our initial attempt at buy-in, we will start integrating our data analysts and strategy analysts. We would like to move to forward with the assimilation of new personnel as early as possible because we believe the more positive ideas longer, the longer people have to doubt them. We stand by our conviction that the additions to our staff will be such an asset to not only our teachers but our students that the sooner we get them in district, the sooner we will be able to get the rest of the people who doubted our project on board. We do recognize that a barrier in implementing strategy analyst might lay in the sheer difficulty of finding the right candidates. While an expert may not employ our strategy analysts until 6-8 months into the project, we will be using the entire planning time to look for the best individuals possible so when it does come time to bring new employees on board, they are inspired additions to the district that will be widely accepted by our staff and community. One of the greatest benefits to our project proposal is that it is centered around collaborating with experts in education. We realize that there is a strong possibility that we may not employ our strategy analysts. Once the reasons why we budgeted as many content specific strategy analysts as we did was not simply to bring on one for logistical support at the district level. While it would be nice to incorporate new and groundbreaking technological advances into our district immediately, we would wish to use our team of analysts, and our current staff to collaborate on that decision making process. We feel that a barrier in deploying new technology rests in buying too much too soon before examining the most well-worked out solutions. It would be wise to adopt a solution that accommodates the current needs and allows us to use our data analysts to grow and change as our needs change. We hope that by the end of the project period we will be able to start laying the groundwork for a regional consortium where our educators can share information and resources amongst professionals in our area and our strategy analysts will be phased out.

07/01/2018 - 06/01/2019

* Narrative explanation

It would be critical through the project’s tenure that we would do more than just a summative evaluation. However, we would ensure a successful summative evaluation through conducting regular formative assessments of our projects progress. Near the completion of our project we would use our data analyst to monitor the growth in our students’ formal assessments and end of course exams. In addition, it would be interesting to use a controlled comparison groups to see where our students achievement measures juxtaposed with similar districts that had not employed the same strategies as us. Furthermore, we would use feedback from our strategy analysts, as outside evaluators to help us critique our districts performance and the continued growth our district needs.

07/01/2014 - 06/01/2019

* Narrative explanation

In addition through data on short term formative assessments of student success, feedback from strategy analysts and final summative assessments we hope to prove that restructuring our district’s info-structure will play a major role in helping to create a more collaborative, cross-curricular learning environment.
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.

I accept. Kimberli Sheldon
English Teacher
Western Reserve High School
October 25, 2013