

Budget

Western Reserve Local (047746) - Huron County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (377)

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		275,000.00	96,727.00	2,218,273.00	0.00	2,410,000.00	0.00	5,000,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		275,000.00	96,727.00	2,218,273.00	0.00	2,410,000.00	0.00	5,000,000.00
Adjusted Allocation								0.00
Remaining								-5,000,000.00

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: Sharing Solutions for Student and Staff Success

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.

Through efficient use of a new resources and forward thinking, our project will seek to effectively improve student achievement and target collaboration amongst professionals while at the same time maintain a fiscally responsible budget. Through the implementation of a business model in the education sector, teachers will be more able to improve their skills and efficiently acquire resources where data shows students most need intervention. Likewise, creating more efficient solutions for professional development will help foster time for newer, more inspired and imaginative outlets for student success.

1401 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Rodge Wilson

Organizational name of lead applicant: Western Reserve Local Schools

Unique Identifier (IRN/Fed Tax ID) [REDACTED]

Address of lead applicant: 3841 State Route 20 East, Collins, Ohio 44826

Phone Number of lead applicant: 419-668-8470

Email Address of lead applicant: rwilson@western-reserve.org

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

First Name, last Name of contact for secondary applicant: Kimberli Sheldon

Organizational name of secondary applicant: Western Reserve Local Schools

Unique Identifier (IRN/Fed Tax ID) [REDACTED]

Address of secondary applicant: 3841 State Route 20 East, Collins, Ohio 44826

Phone number of secondary applicant: 419-668-8470 (2018)

Email address of secondary applicant: ksheldon@western-reserve.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.

Lisa Border [REDACTED] 3841 State Route 20 East Collins, Ohio 44826 419-668-8470 (2001) lborder@western-reserve.org Brett Robson [REDACTED] 3841 State Route 20 East Collins, Ohio 44826 419-668-8470 brobson@western-reserve.org Dennis Lee [REDACTED] 3841 State Route 20 East Collins, Ohio 44826 419-668-8470 dlee@western-reserve.org

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 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, CCIIP 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 reformat 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 course 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 reevaluate 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 faded out 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

foster an environment where effective habits and positive decision making is a norm.

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.

The first goal our district selected, shared resources, will be executed through a number of different strategies. First, the data analysts that we bring into our district will help to create a more efficient use of educator's and administrator's time. Because education is moving in a direction where most decisions should be supported by data, educators are being overloaded by the statistical demands of their job and their real expertise is not able to be utilized in the most effective way. Data analysts would be able to direct the district's decisions without disturbing the educational process in a way that our current practices often do. The second way that our plan would help to implement shared resources is through strategy analysts. We would hope to bring on content specific experts that aid our teachers in their development of more inspired and imaginative lessons. While curriculum directors are a fabulous resource, they are not often able to provide core content support for teachers. Without that support teachers are often left lending themselves to traditional methods instead of finding new solutions. In addition, our hope is that our strategy analysts would coach teachers through the process of becoming more collaborative. While our district does have a curriculum director, our hope for our strategy analysts goes beyond the scope of a curriculum director's job. Our hope is that each strategy analyst is able to spend regular, individualized time with their departments developing data driven, content specific solutions for student interventions. Furthermore, we are hoping that our strategy analysts will create a more autonomous staff that is able to not only collaborate with each other but also become professional development leaders for new and veteran educators amongst surrounding districts in our region. We would like to see our staff reach a point by the end of our grant where they are leading other educators through timely publications, conferences, digital media, and relationship building. Our strategy analysts would prepare our teachers for this transition through consistent interventions as well as character development programs. Our second goal, student achievement, would be met through the utilization of grant funding first and foremost by developing teachers who are more prepared to provide them with new, imaginative, and inspired information that meets the demands of the individualized educational needs. Our students will be more apt to achieve at a higher rate if their teachers are able to focus their attention back on the classroom and creating lessons where their core knowledge is strongest. Moreover, we feel that our students would benefit from the grant because our educators would be more able to help them use new technology and software to gain insight and access to a more global view of the educational world that they exist in. In addition, their lessons and learning environment will become more aligned with state standards and develop into a more enriching experience when they are learning through modern and relevant technological mediums. Finally, we are anticipating that by integrating character development programs amongst our staff, we eventually will be able to enrich our student achievement by lending more effective behavioral habits to them. We know that student achievement doesn't depend solely on the information offered to them. We realize that we will have to come up with a multi-tiered solution that focuses not only on the delivery of material but on the way students receive it. We feel that if we start from the top down and create students who have a character that is driven to learn, our students' achievement will inevitably be impacted in a positive way.

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.

N/A

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

5,000,000.00 * 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.)

Our project would rely solely on project funds during the first five years in order to implement the expectations of the project. We anticipate that that salaries associated with our data analysts would be around \$275,000. We have budgeted \$2,175,000 over the course of five years to account for contractual work of our strategy analysts. Because we would like to allocate ipads to students so that they are able to access their relevant resources at home, we have budgeted \$1,000,000 for student to student ipads and \$1,250,000 towards classroom laptop carts in the schools. We are cognizant that at technology project of this kind would mean we'd require an increase in bandwidth and network support therefore we've allocated \$125,000 for a network upgrade and \$35,000 for a secondary support network. Finally we budgeted approximately \$43,273 towards licenses for student and teacher research software.

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.

Once the project is implemented, we will not have any new costs to the district. All new costs will be incurred during the course of the five year implementation period. However, we will have a few annual recurring costs once the five year period has expired. One of the recurring costs will be the maintenance of our district data analyst. We anticipate by the time our five year period has expired we will be able to mainstream the acquisition and analysis of data to a point where only one person is needed to balance the demand of the district. However, we will need to keep an analyst on staff in order to continue the appropriate allocation of time and job descriptions. In order to pay salary and benefits for one data analyst we will need to budget \$76,545. The second recurring cost that we will need to maintain is that of relevant research resources. Online licenses will cost the district approximately \$7,815 per year. It will be necessary to sustain this cost to provide students with course material that has helped them to succeed and achieve benchmarks over the project period. Finally, we will need to sustain the cost of a secondary network. Because students will have increased access to web capabilities it will be critical that we do not disrupt district processes or educational activities by student sharing or searching. Therefore, for \$7000 we will carry over the cost of a secondary network.

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

23,640.00 * 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.)

Our data shows that we can expect to see long term savings in three areas of our budget. The first place that we anticipate a savings is through eliminating the purchase of textbooks. By no longer purchasing textbooks and transitioning to online resources our district anticipates an approximate yearly savings of \$75,000. The second area that our district sees an area that we will save is within the IT department. The future technological purchase will be in line with the new learning goals provided by the grant. In addition, we will be working with new software maintenance agreements acquired under the tenure of the project terms. Therefore, we anticipate a savings of approximately \$35,000 in our IT department. Finally, while we realize there will still be a necessity for external training at different points, we expect a reduction of \$5,000 in our professional development expenses with the implementation of collaborative learning communities. We will maintain a budget for when we need someone to come in but we will depend a great deal on the program we implemented in our district and hope to manifest in surrounding districts.

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.

While our project would have some ongoing cost that would need to be sustained by the district we would be able to maintain the success of the project by budgeting appropriately. Proper planning will not only allow us to sustain the project but it will enable us to save the district a small sum of money. Our recurring costs would include the retention of a data analyst, a secondary network and maintenance of research software licenses. However through the development of collaborative learning communities we would be able to reduce the district's yearly professional development bill by \$5,000. Furthermore, because we would be using relevant, reliable, real-time resources for our students we would no longer purchase textbooks. Our yearly textbook expenditure for textbooks would be eliminated and \$75,000 would be in reserve to help sustain our district's plan. Finally, our IT department shows upgrades to technology during the tenure of our grant timeline would create a decrease in our yearly expenditures as all items would be in alignment with the new learning community approach. In addition, all items acquired would be supported by maintenance agreements acquired during the project timeline. Therefore, \$35,000 would be saved from the technology portion of our budget. Our data shows that while we would have approximately \$91,360 in ongoing costs, our anticipated savings from our plan is around \$115,000. We would hopefully be able to sustain our project with a carryover balance at the end of every year of around \$23,640.

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): 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 abject to the overwhelming amount change in education will be a barrier and therefore a top. Because that is our initial concern we would start

talking 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 really will help them focus their specialized talents in the long run. In addition, we will move forward with the understanding that getting people to buy in takes relationships and we will have to cultivate that trust person by person if necessary. In order to communicate with key stakeholders we plan on utilizing prototypical means of communication such as board meetings and our district newspaper however, we would also utilize town hall meetings, social media and roundtable discussions to foster a more thorough understanding of the project's process.

Implement (MM/DD/YYYY): 07/01/2014-06/01/2019

* Narrative explanation

While the implementation of our project would begin early, it is important to note that part of planning and implementation process will work in tandem with each other. Our hope is to instill character education as part of our project. We would begin implementing that portion of our project as soon as possible to try to encourage as much buy-in as we can within our staff. Our hope is that if we cultivate a staff that is enthusiastic about the possible changes we will encounter fewer barriers as we move through the process. However, we are aware that any shift in school culture will create questions and obstacles from key stakeholders. We realize that teachers will be concerned about increased workload and community members will worry that high cost items, such as new staff 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 forward with the assimilation of new personnel as early as possible because we believe the more intangible ideas linger, 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 bringing on strategy analysts might lay in the sheer difficulty of finding the right candidates. While we may not employ our strategy analysts until 6-9 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 our district who 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 will hit obstacles during the implementation process. One of the reasons why we budgeted as many content specific strategy analysts as we did was in case we needed to bring on someone 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 like 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-rounded resources. We would like to use our new analysts and current staff to decide what resources will accommodate the greatest amount of content areas while at the same time, remain a practical resource for future sustainability. By the end of 2018, after years of intensive, data supported training over content and method application from our strategy analysts, we would like to see our teachers supported themselves in classroom with the help of new, improved and effective collaborative learning communities. We are hoping 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.

Summative evaluation (MM/DD/YYYY): 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 would use our data analyst to monitor the growth in our students' on 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.

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

We anticipate several significant changes to our district's dynamics through the project's tenure. First and foremost, we would like to see that job descriptions become more streamlined and professionals our centralized into positions where their strengths are highlighted. For example, administrators would no longer be the primary provider of professional development in our district. We would like to see a team of content specific professionals part of a short term team that helps train our teachers to be exemplarily educators and collaborators. Furthermore, our teachers would no longer be the individuals who dissect and analyze the data from their students' classroom and test performance. Our hope is that we would have trained data analysts that know how to interpret and filter relevant information to appropriate parties. Moreover, we would no longer have an isolated team of teachers/administrators who make district level decisions. Our hope is that by the end of the project, all of our teachers have been trained on collaboration and character education enough that they reach a point where everyone has a hand on the progress of our district and the achievement of our students. In reference to the structure of student interactions, we would like to see them model collaborative learning communities off of the new model the teachers will be creating. While their transition will be slower than their educators, the vision is that a greater share of resources will allow for a more global view of education and a heightened sense of cross curricular education within our district.

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.

It has become evident over the years that a successful school (defined through student achievement) needs a number of things. First and foremost, it needs strong educators who care about fostering a healthy love of learning in their students. Second, a good school demands an environment that is conducive to learning. Third, a successful school needs valid, reliable resources for its students and staff. Finally, schools need strong data to support educational decision making. Through our data analysts, updated resources, character education, and specialized strategy analysts our project categorically addresses each and every obligation of a successful school.

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

Yes

No

22. If so, how?

Not only do we foresee our plan successfully replicated in surrounding districts, we created it with the mission to make it happen. Because our plan saves the district a small sum of money by the end of the project it will be easily sustainable by similar districts. Furthermore, the ability to attain content area specialists is highly plausible through local universities or regional consortiums. While the initial start up timeline may vary from district to district, we would imagine that the longer a plan of this magnitude was available, the shorter the duration to success would be. Because start-up resources, like character-education training is not always affordable or readily available, we are hoping that teachers within districts trained districts would be able to become shared resources and therefore more effective, efficient solutions to creating buy-in for schools starting to use our program. Our final vision is that all schools across Ohio take on the specialized training program and unify each other in the end with collaborative consortiums. We realize that getting teachers to buy in is the greatest barrier but we have outlined the greatest plan possible to teach our teachers why a shift of this magnitude is mandatory.

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 why a project of this magnitude is necessary and why anything smaller is not a sufficient solution. I write this grant not as an administrator or a member of the central office staff but as a teacher. I am in the trenches with my peers and my pupils and I see the frustration as we all hunger for new knowledge but struggle to find it 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 to value but they desperately want to reverse 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 to be addressed and adjusted before we will every find lasting success in schools. Furthermore, it speaks to the long held truth 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 it 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 rooted in not only 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 five years our data shows that our entire student population is growing at the same rate and no subgroup is left disabled by extenuating 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 relevant resources on a regular basis.

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.

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.

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