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**Adjusted Allocation**: 0.00

**Remaining**: -559,535.85
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.

Funds will be used to design the W-E School of Innovation as a grade 3-5 prototype school based upon STEM principles previously supported by ODE only at the middle school or high school level. The
goal is to create a Platform School showcasing flexible learning studios, virtual learning spaces and personalized learning options while using resources and funds more efficiently. The WE CSD is in a position to acquire through donation a 49.4 million square foot of the art corporate training facility from a local power company. This facility enables the district to close an elementary school in need of more than $18,000,000 in renovation and repurposing. The service model provides experiential learning opportunities for students with academic and leadership potential, and those who may be underperforming in their current educational setting. The district will repurpose a building while discontinuing the use of another based on the recommendation of the Ohio School Facilities Commission.

Grant funds will support a model to educate students by changing the nature of elementary education to meet the need of the USDA's and ODE's standards for STEM education. The instructional delivery model features a science exploratory curriculum program for grades 3 - 5, hands-on inquiry learning through flex-models featuring cross-grade and trans-discipline groupings, self-directed blended learning, enriched-virtual models, evidence-based approaches to an integrated curriculum using Design-Focused LearningTM, and the co-design of innovative lessons with business partners. To prepare students for the secondary curriculum, all students will participate in mini-capstone community-based projects. Grade three focuses on developing strong literacy, mathematics and science skills, problem solving and critical thinking skills through inquiry-rich content and cross-curricular connections. Grades four and five focus on acquiring knowledge and developing skills in engineering and technology through the Instructional strategies of Engagement, Exploration, Elaboration, and Evaluation for an integrated and process-oriented approach to science inquiry. Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) programs for design engineering, robotics, bio-medicine, integrated science labs, and fabrication labs, as examples, will be featured. Curricula designed specifically for the STEM Academy is Elementary and STEMDentity, will be reviewed to insure alignment with the National Science Education Standards and Ohio's New Learning Standards. Central to instruction are the ten workforce skills identified by the Institute for the Future to develop better communicators, designers and their tasks will be embedded within all instruction. A backwoods design concept develops the academic program by keeping the college and career readiness skills that every student must have upon graduation at the forefront of instructional planning and delivery. The district will develop critical workforce skills as their foundation of learning while simultaneously developing content knowledge. Educational institutions must embrace new responses to educational delivery systems that equip graduates to operate in a new workforce landscape. Key elements of success will be students who think critically, analyze information, communicate and collaborate. Straight A Funds enable these concepts to be fully developed at minimal cost during the implementation period of this grant as TIES and the leadership team complete the design blueprint for the school.

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.

This innovative project saves money short-term and long-term, establishes more rigorous learning expectations targeted to Ohio's New Learning Standards and anchor standards for college and career readiness, and uses current staff resources more effectively. By closing a building and re-purposing another facility, redirecting, and utilizing current staff while investing grant funds in new curriculum and equipment, and professional development for teachers, the district has created a more vibrant learning environment, reduced operating expenses, and established a new instructional approach. A primary outcome will be increased achievement by engaging students in innovative science, technology, engineering, and math instruction that can be sustained with general funds and federal grant funds, and replicated. Technology equipment and furniture from the building being closed will be transferred to the new facility. Increased academic achievement with demonstration of improved skills in math and science will be the outcome of improved instruction. District data shows that in the 2012-2013 school year, the district's DIA scores for 5th grade science reflect only 70.1% proficient. For Math, 72.9% of 5th grade students scored proficient. Proficiency rates for 3rd grade math were 87.9% and 4th grade math 82.4%. The 10th grade OGT Science scores reflect 82.5% proficiency. With the transition to the more rigorous Common Core Standards, the time is right to achieve and create a delivery system that better meets the needs of students who exhibit a propensity for more challenging and hands-on learning. It is essential to elevate science and content readiness for the workplace through a comprehensive education program and more competent and confident teachers with the knowledge to create and sustain changes. As part of the Design Process, TIES will conduct five design groups with the leadership team and key stakeholders to address the needs of the school. The Design Studies will focus on the alignment of vision and the creation of the school; developing an understanding of Design-Driven LearningTM as the driving of the instructional program and includes the creation of the curriculum framework, identification of capacity facility needs, technology systems and tools for engaging the community; makes recommendations for cultivating collaborative key partnerships and operational recommendations; trains the team on assessment measures and the creation of a baseline of STEM attributes and data-driven decision making tools; and provides the framework for the professional development plans and the leadership team/advisory council. The culminating result will be the Design Blueprint that is the road map that will drive the recommendations for the development, launch and sustainability of the project and be used by other school districts.

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?

559,535.85 * 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, RTF 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 project budget of $559,535.85 includes $270,000 in purchased services for the cost of TIES (Teaching Institute for Excellent in STEM). $258,200 has been allocated for technology needs because the project requires one-to-one computing via a computer lab, mobile laptop carts and iPads, and a fabrication lab. STEM curriculum materials and hand-ons lab equipment will cost $50,000. Professional development for staff members will require the payment of stipends for summer training and training conducted after school hours for $2,410 plus $3,925.85 in benefits, and $2,000 for travel expenses related to professional development and site visitations. Initial training will be provided for 11 teachers and 1 administrator. The cost of Software and online licenses for previously adopted curriculum materials will continue to be supported by general funds. Title II-A funds will be used for any additional professional development requirements. The district estimates that 10% of the time of an existing district administrator will be needed to coordinate grant activities and the cost of their salary and benefits will be allocated from the general fund.

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.

53,880.00 * 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.

Phase two of the project will require the continuation of the professional development training that will cost $35,680 which will be paid through Title II-A funds. Other costs related to personnel will continue to be paid through general funds or federal funds as is current practice so those are not new costs.

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

250,000.00 * 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.).

Through the innovation of this project, the district projects to be able to close one elementary school which is in significant need of repair according to the OPCS. If required renovations and repairs that exceed $100,000,000. As a result of not having to do these pressing repairs, the district has projected a savings of $250,000 for each of the five year forecaste for a total of $1,250,000.

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.

The WE CSD will maintain the School of Innovation. Beyond the implementation of the grant, the district will continue to support personnel costs through current general funds and the use of federal funds as required, to be repurposed. The district will continue to support costs for the Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) programs for design engineering, robotics, bio-medicine, integrated science labs, and fabrication labs, as examples, will be featured. Curricula designed specifically for the STEM Academy is Elementary and STEMDentity, will be reviewed to insure alignment with the National Science Education Standards and Ohio's New Learning Standards. Central to instruction are the ten workforce skills identified by the Institute for the Future to develop better communicators, designers and their tasks will be embedded within all instruction. A backwoods design concept develops the academic program by keeping the college and career readiness skills that every student must have upon graduation at the forefront of instructional planning and delivery. The district will develop critical workforce skills as their foundation of learning while simultaneously developing content knowledge. Educational institutions must embrace new responses to educational delivery systems that equip graduates to operate in a new workforce landscape. Key elements of success will be students who think critically, analyze information, communicate and collaborate. Straight A Funds enable these concepts to be fully developed at minimal cost during the implementation period of this grant as TIES and the leadership team complete the design blueprint for the school.

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 prounses in the affected entites.)

* Specific Timeline Dates
Plan (MM/DD/YYYY): 03/31/2014

* Narrative explanation

Public announcement of School of Innovation grant award and initiative; Enter into contract with TIES for consultative services; Finalize leadership team members to formalize the vision, mission and goals and complete task force assignments; complete possession of new building and begin development of plans for reconfiguration; finalize budget accounts; begin development of the design
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The W-E CSD expects the impact of this grant will be a shift in instructional practices that will permeate throughout the district, not just in the School of Innovation through teacher model and sharing. The pedagogical approach and classroom design for the School of Innovation and the district’s other schools will experience a metamorphosis as effective instructional practices move beyond textbook teaching to a fully embrace the design features of effective STEM schools and the support of the sharing of the practices among non-STEM teachers. Among the successes predicted from the project are better-trained, more technology literate teachers whose use of technology in instruction and hands-on inquiry-based learning for students creates engaging learning activities that transfer to student achievement gains. The grant team of teachers in the new school will model lessons for other staff members. More robust discussions regarding the standards will be communicated as the teachers begin implementing the 21st Century Skills and workforce skills with the grade level indicators to pair appropriate instructional methods with performance-based objectives based upon a STEM curriculum. The school will commit to design thinking that requires ongoing evaluation and mid-course corrections as necessary based on student performance data and observations; being an inclusive education setting that embraces the need to involve parents, community and business/industry partners on site; the development of explicit high expectations of both teachers and students within a more personalized and individualized learning environment; implementation of blended learning with less traditional direct-teaching and more online learning, cooperative learning experiences and experiential learning modules; collaboration by teachers in developing units of study, creating assessments and in the evaluation of students and their work as a team rather than as isolation. Frontloading students through a flipped classroom format will also be used and replace traditional homework assignments. Teachers will be comfortable and confident using technology and lab equipment to deliver effective instruction and formative assessments. Effective teaching will provide challenges for students to be innovative problem-solvers whereas they have primarily been the passive recipients of information, and they will need to learn to identify and use a variety of strategies that accommodate their learning styles, interests, and goals. The classroom must mirror the workplace environment by infusing workforce skills and life skills into all learning. The teacher will become the student’s coach and learning mentor, with teachers sharing their roles with students. This must be accompanied by the school’s work with students which will be a shift from following packaged curriculum guides. Engaging in a student-centered curriculum requires that the adults and children accept the reality that a foundation of organizational and communication skills is just as critical as the academic skills that lay the groundwork for their learning. The change in instructional practices based on the STEM philosopy can be replicated in a smaller in the district’s traditional classrooms and will be one of the byproducts of sharing the professional development offerings and materials with other teachers in the district outside of the School of Innovation setting. One of the biggest shifts philosophically will be the request to become an Innovation Zone in order to have the capacity and flexibility to adjust personnel assignments and the parameters of the school day outside of the negotiated agreement.

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.

This initiative supports the National Science Foundation’s keystone recommendations to expand exposure to STEM concepts in earlier grades to provide opportunities to capitalize on their interests, intellectually curious and problem-solving skills in preparation for their secondary school experiences, college and careers. The USDOE makes improving the quality of STEM education a national priority. Students today are exposed to technology and information that is not even anticipated for 2026 therefore must drive influence future career plans. The NSF supports improving “access to and availability of effective K-12 formal and informal education programs and interventions to meet the needs of future STEM innovators.” Without consistent efforts and resources, students cannot receive the “expanded, equitable and coherent support system” needed to enable them to succeed. Students who show motivation and interest tend to master content and continue to seek more information for further learning. This hunger for new information and further learning turns into boredom if not satisfied. Increased classroom “time on task” is an idea that is gaining popularity among policy makers, but time on task is squandered if it is spent on a subject that a student has already mastered. Therefore, these students require classroom content and pacing suitable to their individual learning styles, interests, and abilities. Effective teaching will provide challenges for students to be innovative problem-solvers whereas they have primarily been the passive recipients of information, and they will need to learn to identify and use a variety of strategies that accommodate their learning styles, interests, and goals. The classroom must mirror the workplace environment by infusing workforce skills and life skills into all learning. The teacher will become the student’s coach and learning mentor, with teachers sharing their roles with students. This must be accompanied by the school’s work with students which will be a shift from following packaged curriculum guides. Engaging in a student-centered curriculum requires that the adults and children accept the reality that a foundation of organizational and communication skills is just as critical as the academic skills that lay the groundwork for their learning. The change in instructional practices based on the STEM philosopy can be replicated in a smaller in the district’s traditional classrooms and will be one of the byproducts of sharing the professional development offerings and materials with other teachers in the district outside of the School of Innovation setting. One of the biggest shifts philosophically will be the request to become an Innovation Zone in order to have the capacity and flexibility to adjust personnel assignments and the parameters of the school day outside of the negotiated agreement.

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

Yes

22. If so, how?

Yes, this project can be replicated in other districts in Ohio based on the sound educational principles and STEMI initiatives that are supported by the Ohio Department of Education and Ohio’s New Learning Standards. Professional development, technology resources, and curricula aligned with hands-on inquiry lessons would be required. This concept could be replicated in existing school buildings. The W-E School of Innovation will establish itself as a model for other districts from the inception to implementation. Documentation of the planning process, implementation, and adjustments made to ensure its success will be shared with others via printed materials and digital media representations of the school, the personnel, and the process and products of the schools. The Ohio Department of Education will look to this school for the W-E Innovation blueprint; this school will welcome a Vistaценария or school leaders from other districts in order to facilitate not only the opening of more new schools that thrive on innovative learning infrastructures, but also showcase successful business and community partnerships. The W-E School of Innovation aspires to be an incubator site for the training of educators in partnership with higher education institutions. The instructional practices and resources could be replicated within a school as in an academy if it is in a school setting using technology and lab equipment to deliver effective instruction and formative assessments. Effective teaching will provide challenges for students to be innovative problem-solvers whereas they have primarily been the passive recipients of information, and they will need to learn to identify and use a variety of strategies that accommodate their learning styles, interests, and goals. The classroom must mirror the workplace environment by infusing workforce skills and life skills into all learning. The teacher will become the student’s coach and learning mentor, with teachers sharing their roles with students. This must be accompanied by the school’s work with students which will be a shift from following packaged curriculum guides. Engaging in a student-centered curriculum requires that the adults and children accept the reality that a foundation of organizational and communication skills is just as critical as the academic skills that lay the groundwork for their learning. The change in instructional practices based on the STEM philosopy can be replicated in a smaller in the district’s traditional classrooms and will be one of the byproducts of sharing the professional development offerings and materials with other teachers in the district outside of the School of Innovation setting. One of the biggest shifts philosophically will be the request to become an Innovation Zone in order to have the capacity and flexibility to adjust personnel assignments and the parameters of the school day outside of the negotiated agreement.

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

The implementation of the W-E School of Innovation will create a new-generation of learners who are better prepared for college and careers and therefore will have a meaningful impact on society and in the lives of others as well as their own. The ongoing, job-embedded professional development approach will foster more capable and confident teachers who will increase their capacity to advance student learning. This increased capacity among teachers will lead toward a learning environment that is tailored to the needs of a more reflective and collaborative environment and will serve as role models for other education professionals. These teachers will be equipped with the workforce skills and the knowledge to successfully contribute to society in whatever capacity they choose because they will have participated in learning beyond the traditional academic programming. The long term value of successful partnerships with businesses, community groups and other educational institutions is immeasurable in terms of the potential development of other collaborative efforts. The infiltration of these design concepts and learning practices into the regular education classrooms cannot be dismissed as anything less than groundbreaking. The culture of excellence that will be created through academic success as well as the development of increased social competencies and the empowerment of students and teachers to drive their own learning will drive the mission of the district and create a belief that all students can learn at a high level when engaged in interesting and meaningful work.

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 measured.

The WE-CSD’s academic goal is to increase our district Performance Index Score to 100.8 by increasing our Advanced scores to 22.5%, Accelerated scores to 29%, Proficient scores to 36.3%, and reduce hunger for new information and further learning turns into boredom if not satisfied. Increased classroom “time on task” is an idea that is gaining popularity among policy makers, but time on task is squandered if it is spent on a subject that a student has already mastered. Therefore, these students require classroom content and pacing suitable to their individual learning styles, interests, and abilities. Effective teaching will provide challenges for students to be innovative problem-solvers whereas they have primarily been the passive recipients of information, and they will need to learn to identify and use a variety of strategies that accommodate their learning styles, interests, and goals. The classroom must mirror the workplace environment by infusing workforce skills and life skills into all learning. The teacher will become the student’s coach and learning mentor, with teachers sharing their roles with students. This must be accompanied by the school’s work with students which will be a shift from following packaged curriculum guides. Engaging in a student-centered curriculum requires that the adults and children accept the reality that a foundation of organizational and communication skills is just as critical as the academic skills that lay the groundwork for their learning. The change in instructional practices based on the STEM philosopy can be replicated in a smaller in the district’s traditional classrooms and will be one of the byproducts of sharing the professional development offerings and materials with other teachers in the district outside of the School of Innovation setting. One of the biggest shifts philosophically will be the request to become an Innovation Zone in order to have the capacity and flexibility to adjust personnel assignments and the parameters of the school day outside of the negotiated agreement.

The WE-CSD’s academic goal is to increase our district Performance Index Score to 100.8 by increasing our Advanced scores to 22.5%, Accelerated scores to 29%, Proficient scores to 36.3%, and reduce
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.

Learning will be measured through the student achievement data collected from local and state measures of academic achievement. Performance areas in all STEM areas of instruction via performance-based assessment as well as traditional common assessments such as paper pencil assessments, in addition to online assessments will be collected and analyzed. Curriculum embedded performance tasks, and capstone projects will be evaluated based on criteria reflecting what students need to know based on the academic standards, demonstration of the acquisition of workforce and 21st century skills, and growth measures. Rubrics will reflect the problem-based and project-based learning and performance assessments. The Measures of Academic Progress (MAP) is used district-wide K-8 in Math, Reading and Science and those results will indicate growth by content and grade level. MAP is aligned with the learning pathways of the COMPASS platform and students will be able to show progress above their grade level based on the stretch of the assessment and instructional program. The district currently maintains Excel data spreadsheets of student performance in addition to electronic assessment records available through our curriculum adoptions that include digital content and assessments. As a Race to the Top district, we will implement Think Gate in the spring of 2014 which includes a data warehouse for student testign data.

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. Gina Kevern, Director of Curriculum, Instruction and Assessment Willoughby-Eastlake City School District October 25, 2013