## Budget

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (258)

### U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

<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>
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**Adjusted Allocation** 0.00

**Remaining** -578,355.01
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Willoughby-Eastlake School of Innovation

2. Executive summary: Please limit your responses to no more than three sentences.
The Willoughby-Eastlake School of Innovation will be the first platform school in Ohio that infuses STEM (science, technology, engineering and math) principles in grades 3-5 with a focus on a rigorous Design Focused Learning approach that leverages Ohio's commitment to robust STEM education, which to date has been limited to grades 6-12. The design of the school is centered around adoption of a new flexible learning space featuring project-based learning through a collaborative approach among staff and students utilizing technology for instruction and assessment. The goals of the project include improved student achievement through innovative instructional practices, spending reductions in the five-year forecast due to the closing of a building, and utilization of a greater share of resources in the classroom by serving as a showcase and training site for STEM and interdisciplinary project-based teaching in Lake County and for other districts statewide and nationally, as well as local higher education institutions responsible for teacher education.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

225.3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

3. Please indicate which of the following grade levels will be impacted:
- [ ] Pre-K Special Education
- [ ] Kindergarten
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Gina Kevern
Organizational name of lead applicant
Willoughby-Eastlake City School District
Address of lead applicant
37047 Ridge Road, Willoughby OH 44094
Phone Number of lead applicant
440-975-3755
Email Address of lead applicant
gina.kevern@weschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- [ ] Yes
- [x] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The impetus for the Willoughby-Eastlake (W-E) district to implement a new instructional approach to learning is to increase overall student progress to close the achievement gap, specifically increase reading, math and science achievement and increase value-added progress for our gifted students, and those in the lowest 20% of achievement. A primary indicator of student achievement is statewide testing data as reported on the Local Report Card (LRC) and in state rankings. On the 2012-2013 Report Card, W-E received a grade of a C for Gap Closing, a C for the Lowest 20% in Achievement and a D for Gifted Progress. The fifth grade science data shows a three-year downward trend on the OAA from 82% proficient in 2008-2009 to 70.1% proficient in 2012-2013. In 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 Science scores reflect 82.5% proficiency. The Value-Added grade of D for Gifted Students indicates that the instructional program is not meeting the needs of students identified as gifted and talented, nor are we meeting the needs of students in the lowest 20% in reading and math achievement as the grade of C indicates. Achievement gaps in the sub-groups based on income, race, culture and disability earned the district a C with 77.5% meeting the annual measurable objectives. The instructional delivery models in place must be re-evaluated and adjusted in order to engage the students. The transition to the rigorous Ohio's New Learning Standards demands we adjust instruction and create a delivery system that better meets the needs of students with more challenging and hands-on learning. It is imperative that public school districts utilize staff more effectively to plan and deliver instruction, embed technology into daily instruction and assessment, and provide opportunities for students and staff to work more collaboratively if we are to meet the state's academic objectives.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The School of Innovation design as a platform school will significantly impact instructional delivery and student achievement, and serve as a model for other buildings in the district, the county and the state. The grade 3-5 prototype school will be based upon STEM principles previously supported by ODE only at the middle school or high school level. The school will feature flexible learning studios rather than traditional grade level classrooms, virtual learning spaces utilizing technology and distance learning options, collaborative planning among staff and students, and personalized learning options centered around project-based learning initiatives. This model provides experiential learning opportunities for students with academic and leadership potential, and those who may be under performing in their current educational setting which addresses student educational needs identified based on the LRC data. Educational programming features the integrated teaching of STEM content, while also focusing on the education behaviors of engagement in inquiry, logical reasoning, collaboration and investigation, that create proficient students and graduates. 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, blended learning featuring face-to-face and online programming, an integrated curriculum, and project-based learning. All students will participate in collaborative learning projects requiring presentations to business partners and community members. 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 5E instructional strategies of Engagement, Exploration, Explanation, 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, integrated science labs, and fabrication labs, will be featured. One-to-one-computing is essential. Curriculum designed specifically for STEM education, such as Engineering is Elementary, Defined STEM and STEMFinity, will be reviewed to insure alignment with the National Science Education Standards and Ohio's New Learning Standards. Just as students will work in flexible groupings depending upon their tasks, skills, interests and goals, teachers will also be flexible with their assignments and responsibilities. Based upon their content knowledge, skills and strengths, teachers will be no longer be locked into grade level or content assignments, but will teach according to the needs of the teams and the projects. The W-E school district purchased a $3.8 million state-of-the-art corporate training facility from a local power company that will be renovated to serve as the school site. This facility replaces an elementary school being closed based on the recommendation of the Ohio School Facilities Commission because of its state of disrepair, resulting in significant cost savings of $20,000,000 to the district in lieu of replacement construction costs. Redistricting of students allows better utilization of available space in other buildings. The learning environment will develop critical workforce skills as their foundation of learning while simultaneously developing content knowledge. Beginning in elementary schools, 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. The School of Innovation will be the model learning environment to ensure this occurs.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.
<table>
<thead>
<tr>
<th><strong>Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)</strong></th>
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<tbody>
<tr>
<td>The W-E 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 Basic scores to 9.5% and Limited scores to 3.%. By the end of the 2015-2016 school year following the inaugural year of the school, 100% of the School of Innovation students will show one or more year's growth in math and reading, and in science as measured by the PARCC Assessments in math and reading and the Measure of Academic Progress (MAP) assessment for reading, math and science currently used in the district K-8. The Local Report Indicators will reflect an increase in the percentage of students demonstrating proficiency in math and science as reflected by state-wide testing measures for the district in grades three, four and five. Specific benchmarks for the school's students will be developed when the enrollment is determined in the spring of 2015. Student ePortfolios and curriculum benchmark assessments will be used as indicators of formative and summative assessments for the purposes of tracking student progress. Learning will also be monitored through student products and progress based on rubrics and performance-based assessments that will be aligned to the curriculum, standards and task prototypes of the PARCC/Ohio's Next Generation Assessments. The vision for this platform School of Innovation is that it will house grades 3 - 5 in the inaugural year, with one grade level added each year until it serves grades 3 - 12. The grant funds provide for a year of designing the blueprint for the school during the fiscal year 2015 funding. TIES (Teaching Institute for Excellent in STEM) is the consulting partner. TIES brings more than 10 years of experience to school districts, educators and administrators on how to successfully launch STEM schools, overhaul existing curriculum, institute professional development training protocol and engage the entire community in supporting a STEM based educational platform. TIES served as the design partner for the Cleveland Metropolitan School District to develop MC2STEM, the New Schools Project in North Carolina, and multiple other schools nationally and internationally. When designing the school, TIES will ensure that the central focus is on providing the resources and environment that connect to improved student achievement.</td>
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<tr>
<th><strong>Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)</strong></th>
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<tr>
<td>The W-E school district was faced with a $20,000,000 dilemma. The Ohio School Facilities Commission deemed Washington Elementary School in need of $12,000,000 in repairs, or required razing and the building of a new elementary school for an estimated $20,000,000. W-E found a unique solution to the problem which enables the School of Innovation to open while closing a building in disrepair with net cost savings to the district. W-E purchased a state-of-art corporate training facility from a local power company for $3.8 million that requires $1 million in renovations for a total cost of $4.8 million. Utilizing this building, which will eventually house 700 students, at a fraction of the cost of either repairing or replacing the older elementary school demonstrates fiscal responsibility to the community and enhances the educational environment for students. The students in Washington are being moved to two other elementary schools which had unused classroom space. Current district staff are being deployed to the School of Innovation or will be deployed to other schools when Washington ceases operations after June 2015 so no additional staffing was required. The Financial Impact Table reflects, for FY16 through FY20, cost savings of $5,896,400 reflective of reduction in capital expenditures.</td>
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<tr>
<th><strong>Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The School of Innovation is designed as a Platform School and all resources will focus on the development of an innovative teaching environment for students and teachers in the classroom. The school will be recognized as a demonstration site for new and innovative STEM school models, serving as a prototype for adoption across the state and nationally. W-E is committed to training teachers in the district, who will remain in the other buildings, in the STEM educational concepts so that the project-based learning and collaborative approach to planning and teaching can be duplicated in any classroom. Personnel in the STEM school will serve as lead teacher trainers in the district. In addition, through distance learning, other school districts will be able to connect with the STEM school classrooms during the day to watch and learn from the teachers and students as well in the evenings for professional development sessions led by the STEM staff. As a Platform School, the district can offer to higher education institutions the opportunity for their teacher candidates to do onsite observation visits, field experiences and student teaching to gain access to STEM education. University personnel will be able to access the STEM staff as resources for their teacher education courses. As a Platform School, the district will serve as a model resource for other districts in how to adopt and implement effective practices in STEM to improve outcomes for students, and as a catalyst for regional, state and national change in support of the national efforts to increase STEM education. The STEM school will incorporate one-to-one technology, 3-D printers, and a fabrication lab. Demonstrations of these labs for other districts and for the business community will be essential to the promotion of STEM and the sharing of our resources to enable others to learn about implementation. In addition, W-E has a Career Academy and will be able to work on collaborative projects with the students in the technical trade courses.</td>
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<tr>
<th><strong>Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)</strong></th>
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<th><strong>10. Which of the following best describes the proposed project? - (Select one)</strong></th>
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<tr>
<td>New - never before implemented</td>
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<td>Existing: Never implemented in your community school or school district but proven successful in other educational environments</td>
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<tr>
<td>Mixed Concept: Incorporates new and existing elements</td>
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<tr>
<td>Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership</td>
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</table>
11. Financial Documentation: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

**Enter Budget**

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

**Upload Documents**

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

578,355.01 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The project budget of $578,355.01 includes $245,000 in purchased services for the cost of TIES (Teaching Institute for Excellent in STEM). $208,200 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 hands-on lab equipment will cost $50,000. Professional development for staff members will require the payment of stipends for four weeks of summer training and training conducted for three days during the school year, and after school hours for $60,766.57 plus $9,388.44 in benefits, and $5,000 for travel expenses related to professional development and site visitations. Initial training will be provided for 11 School of Innovation teachers and 1 administrator, plus at least nine other district teachers who will use the STEM concepts in their classrooms. 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 costs. 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.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

**Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.**

The School of Innovation will require ongoing spending beyond the grant year which will be offset by the cost savings as demonstrated in the Financial Impact Table. Ongoing spending will be typical for an operational school building and will include building operation costs (maintenance and repairs, utilities, custodial services), staff salaries and benefits, curriculum materials and supplies, software license renewals, equipment repairs and replacement, new equipment needs, and professional development services. The Financial Impact Table shows an average annual cost savings of $1,179,280 as a result of the closing of a building with the purchase of the $3.8 million facility with a cost savings of $879,280. The operational costs of the School of Innovation replaces the operational costs of the building being closed with additional savings due to repairs not being made to the old structure.

**No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.**
14. Will there be any expected savings as a result of implementing the project?

Yes
No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided in your Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

879,280.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

The Financial Impact Table reflects, for FY16 through FY20, cost savings of $5,896,400 reflective of reduction in capital expenditures. The average annual cost savings of $1,179,280 for five years following the grant year is a result of the closing of a building with the purchase of the $3.8 million facility with an annual cost savings of $879,280. The operational costs of the School of Innovation replaces the operational costs of the building being closed with additional savings due to repairs not being made to the old structure.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The School of Innovation will be self-sustaining. Any school building in operation will require funds to remain operational. The School of Innovation will require ongoing spending beyond the grant year which will be offset by the cost savings as demonstrated in the Financial Impact Table. Ongoing spending will be typical for an operational school building and will include building operation costs (maintenance and repairs, utilities, custodial services), staff salaries and benefits, curriculum materials and supplies, software license renewals, equipment repairs and replacement, new equipment needs, and professional development services. Annual building costs would be $300,000. The Financial Impact Table shows an average annual cost savings of $1,179,280 as a result of the closing of a building with the purchase of the $3.8 million facility with a cost savings of $879,280. The operational costs of the School of Innovation replaces the operational costs of the building being closed with additional savings due to repairs not being made to the old structure. The School of Innovation is self-sustaining because the spending will be offset by reallocation of existing resources from the operation of Washington Elementary, which is closing, to the School of Innovation. That coupled with the cost savings from the reduction in capital expenditures more than demonstrates that this school will not increase cost and will result in spending reductions for the district.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 07/14/14 - 09/01/14
The 2014-2015 year will be the design phase for the School of Innovation. Beginning in September 2014 the design process will develop and implemented. September 2014: Finalize the core team and set target dates for design work; Establish an on-line repository of information and resources for the working team; facilitate key meetings of the core team and business partners to identify the current assets available (facility, curriculum, staffing) for school start-up and the needs in order to drive the objectives for the year; Complete focus group discussions and analyze results; Fall 2014 (begin design work through four design phases): Innovation by Design - enable alignment of the vision, creation of design principles, and definition of key design features for the school, develop the common understanding of what STEM education means; Fall 2014 -Winter 2015: Leading and Learning by Design - develop the core instructional STEM model (curriculum, instruction and assessment), developing marketing materials and further develop the website; Winter 2015: Collaborative Investment by Design - define key partners and their roles for the short-term and for sustainability (financial partnerships/mentoring/internships/externships/material resources); Fall - Spring 2015: Accountability - identify the admission criteria and enrollment process, develop the metrics and benchmarks for success, develop understanding of how to effectively assess student learning in a project-based environment in real time to improve student outcomes and progress; Fall-Spring 2015: Continue professional development for staff with a minimum of three days of follow-up training and design meetings; Fall-Spring 2015: identify and begin purchasing and installing technology and science lab equipment; Spring 2015: Complete the implementation-ready design blueprint for start-up; Summer 2015: Professional development and final preparations for opening.
The W-E CSD expects the impact of this grant will be a shift in instructional practices that will permeate through 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 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 technologically 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 commonplace as the teachers begin meshes 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-unit course corrections as necessary based on student performance data and observations; being an inclusive education setting that embraces deeper involvement by parents, community and business/industry partners on-site; the development of explicitly 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 in isolation. Frontloading students through a flipped classroom format will become expected practice 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 workforce environment by infusing workforce skills in all teaching and learning practices while focusing on state learning outcomes and using state-of-the-art technology resources on-site and virtually. Teachers will become coaches and co-designers of the work with students which will be a shift from following packaged curriculum guides. Engaging in a student-centered classroom 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 philosophies can be replicated in a smaller scale 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.

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

The responses in this section are focused on the ability to design and implement the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

This elementary initiative supports the National Science Foundation’s key recommendations to expand exposure to STEM concepts in earlier grades to provide opportunities to capitalize on their interests, intellectual curiosity and problem-solving skills in preparation for their secondary schooling experiences, college and careers. The USDOE makes improving the quality of STEM education a national priority. Interest in STEM is often expressed in elementary school, and early exposure to concepts 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 “widespread, 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 to further their 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. Educators are critical in the process of promoting learning that engages students. They must be prepared and engaging. In order to do that they "must possess both exceptional subject content mastery and special pedagogical preparation for working with such students." Research indicates teachers receive little preparation for working with or identifying talented students in the STEM content areas. Teachers who are provided with content exhibit a more positive attitude towards working with these students, are better skilled at identifying talent, and are more effective educators. Based on the research of the Institute for the Future, curriculum design and instructional delivery will be driven by the Drivers of Change that will reshape the future landscape of the workplace and available career options predicted for 2020 and therefore must drive the educational system to approach learning from a different perspective. Those drivers of change include: recognizing that workplace automation that will change the nature of humans interacting with robotics and how we must extend our capabilities and attitudes toward working as partners with machines; seeing the world through data based learning to make decisions based on data for desired outcomes; transforming communication utilizing technologies; shifting from traditional management and organizational structures to ones that are derived via the influence of game design, such as virtual workspaces; and learning to effectively create products and systems that meet the challenging needs of diverse consumers. The financial documentation supports spending reductions. As a platform school, other educators will receive hands-on training in STEM education, therefore sharing resources and setting the stage for replication throughout the state. The past academic success of the district with a grade of A for Indicators Met ensure that the W-E district focuses on student achievement, time on task and quality instruction. The district is wireless throughout the district and has provided, mobile laptop carts, mobile iPad carts, SmartBoards and document cameras, in order to provide students and teachers ready access to digital resources. The Any Place Learning Space Technology Academy trained 200 teachers in the 2012-2013 school year and has more than 100 teachers 
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The internal evaluation will be conducted through Gina Kevern, Director of Curriculum, Instruction and Assessment for the Willoughby-Eastlake City School District.

* 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 project’s progress).

The school will not have student data for analysis until after the first year of operation, 2015-2016. Achievement will be measured through the annual 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 student assessments will be collected and analyzed on a quarterly basis. Ongoing curriculum embedded performance tasks, and capstone projects will be evaluated based on criteria reflecting the academic standards, demonstration of the acquisition of workforce and 21st century skills. Rubrics will reflect the problem-based and project-based learning and performance assessment levels at a minimum quarterly. 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 based on Fall, Winter and Spring benchmarks. 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. Comparative data between the School of Innovation and the other elementary buildings will be analyzed. 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 testing data.

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

Student baseline data will be collected in the spring of 2015. Student data for analysis for achievement purposes will be available in the spring of 2016. The School of Innovation staff will meet on a weekly, monthly and quarterly basis for collaborative planning and to review student progress based on formative and summative assessments. Classroom performance data will be used to monitor instruction on a daily basis. Quarterly and annual data will be analyzed for trends and to provide direction for educational planning improvement. The district's Assessment and Accountability Coordinator will be instrumental in developing appropriate measures and survey instruments, and developing the data warehouse. Staff will plan and develop intervention strategies, procedures, and programming for students deficient in any academic areas as demonstrated through any of the aforementioned assessments. Through the collaborative staff sessions and resulting conversations between the administration and staff, as well as data collected during classroom walkthroughs, it will be determined how to proceed with additional professional development and curriculum adjustments.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

This elementary 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, intellectual curiosity and problem-solving skills in preparation for their secondary schooling experiences, college and careers. The USDOE makes improving the quality of STEM education a national priority. Interest in STEM is often expressed in elementary school, and early exposure to concepts 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 "widespread, 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 to further their 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. Educators are critical in the process of promoting learning that engages students. They must be prepared and engaging. In order to do that they "must possess both exceptional subject content mastery and special pedagogical preparation for working with such students." Research shows that teachers receive little preparation for working with or identifying talented students in the STEM content areas. Research shows that teachers who are provided with content exhibit a more positive attitude towards working with these students, are better skilled at identifying talent, and are more effective educators than those who do not receive such training. Based on the research of the Institute for the Future, curriculum design and instructional delivery will be driven by the Six Drivers of Change that will reshape the future landscape of the workplace and available career options predicted for 2020 and therefore must drive the educational system to approach learning from a different perspective. Those six drivers of change include: learning to accommodate an aging population and their health and lifestyle needs; recognize that workplace automations that will change the nature of humans interacting with robotics and how we must extend our capabilities and attitudes toward working as partners with machines; seeing the world through data based learning to make decisions based on data for desired outcomes; transforming communication utilizing technologies; shifting from traditional management and organizational structures to ones that are derived via the influence of game design, such as virtual workspaces; and learning to effectively integrate into global organizations and create products and systems that meet the challenging needs of diverse consumers. The past academic success of the district as indicated by the Local Report Card results ensure that the W-E district focuses on student achievement,...
time or task and quality instruction. The district is wireless throughout the district and has provided, mobile laptop carts, mobile iPad carts, SmartBoards and document cameras, in order to provide students and teachers ready access to digital resources. The Any Place Learning Space Technology Academy trained 200 teachers in the 2012-2013 school year and has more than 100 teachers signed up this year for technology classes. W-E is primed for moving students forward.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

The W-E CSD expects 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 Basic scores to 9.5% and Limited scores to 3.%. By the end of the 2015-2016 school year following the inaugural year of the school, 100% of the School of Innovation students will show one or more year’s growth in math and reading, and in science as measured by the PARCC/Ohio’s Next Generation Assessments in math and reading and the Measure of Academic Progress (MAP) assessment for reading, math and science currently used in the district K-8. The Local Report Indicators will reflect an increase in the percentage of students demonstrating proficiency in math and science as reflected by state-wide testing measures. The Gap Closing measure will increase from 77.5% to 83% which will be an increase from a C to a B on the Report Card. The Gifted Progress measure will advance from a D to a B and will reflect increases in student performance in reading, math and science. Student ePortfolios and curriculum benchmark assessments will be used as indicators of formative and summative assessments for the purposes of tracking student progress. Learning will also be monitored through classroom student products and progress based on rubrics and performance-based assessments that will be aligned to the curriculum, standards and task prototypes of the PARCC assessments.

* Spending Reduction in the five-year fiscal forecast

The Financial Impact Table shows an average annual cost savings of $1,179,280 as a result of the closing of a building. With the purchase of the $3.8 million facility and annual operational costs of $300,00 there will be an average annual cost savings of $879,280. The operational costs of the School of Innovation replaces the operational costs of the building being closed with additional savings due to repairs not being made to the old structure. Grant budget reports will be maintained and the final expenditure report will reflect grant spending during FY15. Beyond FY15, district financials and the five-year forecast will reflect expenditures for building operation costs and continued savings on the principal and interest of the note due to not having the capital expenditure for the new building. Continuing professional development costs will be paid for through the federal Title II-A professional development funds. Building operations, salaries, materials and supplies, will be covered by general funds unless they are qualified expenses for other federal grant funds such as Title I.

* Utilization of a greater share of resources in the classroom

The utilization of shared resources will be tracked with specific data. Data will be maintained regarding how many and how often STEM staff members are conducting professional development sessions and making presentations internally and for external entities. We will maintain a record of all visitors and tours provided to various groups such as public school districts, higher education institutions, community groups, and businesses as well as requests for literature. The usage reports of the distance learning services that are accessed for classroom, professional development, university coursework or presentations will be maintained.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

As a public school, the focus is on achievement outcomes. However, the goal of STEM education is much broader. STEM education provides students with opportunities to increase their communication and collaboration skills. Through STEM, students will participate in information-seeking about mechanical or natural phenomena or objects, productively engage in STEM processes of investigation, and exercise STEM relevant life and career skills. Through the demonstration of an understanding of STEM methods of investigation, students will also gain mastery of technologies and tools that can assist in other areas of study. They will demonstrate an ability to work in teams and use creative problem-solving skills. They will develop an understanding of the variety of STEM careers related to different fields of study and learn how to pursue STEM careers. Students will have opportunities to be involved in their community through business partnerships and gain valuable public speaking and research skills that will be applicable throughout their educational career, into college and the workforce. These learners 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 educational institutions is immeasurable in terms of the potential development of other collaborative efforts. The infiltration of these design concepts and teaching and learning practices into the classrooms cannot be dismissed as anything less than groundbreaking. The culture of excellence, 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.

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

- Yes
- No

If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.
Yes, this project can be replicated in other districts in Ohio because it is based on the sound educational principles and STEM 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 work processes and products of the students. The design blueprint can be shared, and the school will welcome visitors in order to showcase the operations. It is fully expected that the W-E School of Innovation will serve as a platform school for others in order to help facilitate not only the opening of more schools that thrive on innovative learning infrastructures, but also showcase successful business and community partnerships. The W-E School of Innovation aspires to become 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 an if a district did not replicate it in a separate building. Implementation in a district would require a commitment of funds for professional development and curriculum. For most districts, Title II-A funds could be accessed for PD and general funds for traditional curriculum purchases could be diverted to purchase STEM curriculum.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree. Gina Kevern, Director of Curriculum and Instruction. Willoughby-Eastlake CSD, 37047 Ridge Road, Willoughby OH 44094. 440-975-3755. gina.kevern@weschools.org
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<td>Jan</td>
<td>Morrison</td>
<td>443-421-1076</td>
<td><a href="mailto:janmorrison@tiesteach.org">janmorrison@tiesteach.org</a></td>
<td>TIES Teaching Institute for Excellence in STEM</td>
<td></td>
<td>Post Office Box 18050, Cleveland Heights, OH, 44118</td>
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<td>Charles</td>
<td>Murphy</td>
<td>Assistant Superintendent</td>
<td>Mr. Murphy is responsible for assembling the team of educational professionals for the STEM school. He will coordinate all hiring and work with the building principals to ensure quality instruction is being delivered. He will also work with the curriculum director to schedule professional development.</td>
<td>Mr. Murphy attended the University of Akron where he earned a bachelor’s degree in Elementary Education. His Master's of Educational Administration was earned at Cleveland State University. He holds an elementary teaching, principal's and superintendent's license.</td>
<td>Mr. Murphy taught elementary school, served as an elementary building principal, a district curriculum director and assistant superintendent.</td>
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<td>Eileen</td>
<td>Bowers</td>
<td>Director of Pupil Services</td>
<td>Mrs. Bowers will be an integral leader when working with TIES and the design groups to develop the admission criteria and enrollment process for the students. She will also work with the teaching staff to ensure accessibility to the curriculum for all students.</td>
<td>She graduated from the University of Dayton with a bachelor's degree in special education and earned her master's degree from John Carroll. She was an intervention specialist in the classroom, a special education supervisor and is currently the Director of Pupil Services.</td>
<td>Mrs. Bowers has 23 years of experience and brings to the team strong skills in determining the most effective approaches to differentiated instruction. She is a published author of Practical Strategies for Middle School Inclusion, taught Applied Behavior Analysis and developed co-teaching partnerships.</td>
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<td>Gina</td>
<td>Kevern</td>
<td>Director of Curriculum, Instruction and Assessment</td>
<td>Ms. Kevern will be responsible for overseeing all aspects of the grant implementation. She will serve as the chief liaison between the school district and TIES. Ms. Kevern will manage the budget and all ordering of supplies, materials and equipment. She will coordinate the purchasing of technology with the Director of Technology. The scheduling of meetings, professional development sessions and curriculum design work will be managed through Ms. Kevern in consultation with TIES.</td>
<td>Ms. Kevern earned a bachelor's degree in Communications and a Master of Arts degree in Teaching with post-graduate work in Educational Administration. She holds an Elementary teaching license with a K-12 Reading Endorsement, an Elementary Principal's license, and a Superintendent's license. She is an adjunct professor at Kent State University and a researcher/author on a current literacy initiative with KSU.</td>
<td>Mrs. Kevern has 21 years of experience as an educator, including 15 as a building level and central office administrator. She has experience with budgeting, curriculum development, professional development, public relations, human resources and technology integration spanning PreK-12. She was awarded and implemented multiple competitive grants, including two ARRA Title II-D Technology grants which infused technology, inter-disciplinary and inquiry-based science learning in a middle school and a high school featuring one-to-one computing, ePortfolios, and project-based learning into daily instruction. She received and implemented a Flexible Technology Project grant that increased the use of digital technologies and universally designed units in the classroom and participated in action research on the impact of flexible technologies in the classroom.</td>
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<td>Patrick</td>
<td>McKinney</td>
<td>Director of Technology</td>
<td>Mr. McKinney will oversee all decision making regarding the purchasing of the technology</td>
<td>Mr. McKinney earned a bachelor's degree in Computer Information Systems from Kent State</td>
<td>Mr. McKinney's area of expertise includes project management, systems administration, technology integration, networking</td>
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<td>Stephen Thompson</td>
<td>Superintendent</td>
<td>Mr. Thompson will be responsible for initiating and developing partnerships with businesses and community members. He will serve as the lead contact for the Advisory Council. He will work with TIES and the architectural firm to design the renovations of the building to ensure that it meets the learning environment needs of STEM education.</td>
<td>Mr. Thompson has 17 years of experience in education, has been a superintendent since 2004 and teaches educational leadership classes for Cleveland State University.</td>
<td>Under Mr. Thompson's fiscal leadership in the district since 2011-2012, the Willoughby-Eastlake CSD has reduced staffing by 138 positions accounting for 14 percent of the staff, negotiated a significant increase in the employee share of health care, out-sourced transportation, implemented pay freezes and furlough days, and closed an elementary school. These efforts saved the district roughly $13 million per year. Even with the financial reductions, a quality academic program still garnered As on the New Ohio Report Card for Indicators Met and the Five Year Graduation Rate, and a B for the Performance Index. Mr. Thompson actively leads his administrative team with a focus on quality instruction, professional development and fiscal responsibility. He has established successful relationships with the community and business leaders through the Business Advisory Council.</td>
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