

Budget

Windham Exempted Village (045666) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (345)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	550,000.00	0.00	0.00	0.00	550,000.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	550,000.00	0.00	0.00	0.00	550,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-550,000.00

Application

Windham Exempted Village (045666) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (345)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Preserving the small school by creating a quality and sustainable education for the boys and girls of tomorrow.

2. Executive summary: Please limit your responses to no more than three sentences.

Three small Ohio school districts will combine for the purpose of sharing resources, improving instruction, and reducing or limiting the financial burden to their residents while maintaining separate governance, local control, and their unique identity and character - school colors, mascot, traditions, etc.

*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.*

1800 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.*

4. Please indicate which of the following grade levels will be impacted:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1                       | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3                       | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5                       | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7                       | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9                       | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11                      | <input checked="" type="checkbox"/> 12           |

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

First Name, last Name of contact for lead applicant  
Gregg Isler

Organizational name of lead applicant  
Windham Exempted Village

Address of lead applicant  
9530 Bauer Ave. Windham, OH 44288

Phone Number of lead applicant  
(330)326-2711

Email Address of lead applicant  
gisler@windham-schools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 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

These three particular school districts average approximately 600 students per district yet are required to offer a full instructional program for that limited number of students. Unfortunately small school districts such as Windham, Southington, and Lordstown can't generate local resources sufficient to provide an adequate instructional program. As a result, each school district is forced to make instructional decisions that could have a limiting impact on children. The traditional opportunities to improve the quality of instruction for these three school districts is limited and consists primarily on the reliance of resources at both the state and local level. Further the ability to reduce expenses in these small districts is extremely limited.

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

The proposed innovation is to combine the operation of these three districts into one single operation for all 1800 students. The traditional process has been to combine school districts into single entities through the process of consolidation or merger. However, consolidation results in a loss of identity and legal status for at least one of the districts, as well as lost of decision making into the instructional choices being provided for the children of the consolidated district. The fact that there has not been a consolidation or merger of school districts in Ohio for at least 30 years clearly indicates that loss of local identity and decision making is very important. This innovative project will only merge the operation, not the governance. Each of the three school districts will remain a political subdivision, will retain its separate board of education, same legal status and control, and retain its tax base, millage, and all relevant decision making authority. However, the operation of all three districts will be completely and comprehensively conducted through a single central office, instead of three. The initial savings in this first phase alone will be significant, and the quality of improved operation of all three districts will be greatly enhanced. Further, the implementation of this grant also includes a realignment of staff, resources, and curriculum among the three districts, which essentially provides students of a 600 student district the educational opportunities of a school district three times the size (1800), while greatly reducing per pupil costs for all three districts. To assist in the operation of all three districts by a single central office, the Windham, Southington, and Lordstown Boards of Education will collectively review Board policies, administrative guidelines, labor contracts, student handbooks, and related personnel and student manuals for the purposes of development of a single set of governing policies and documents for operation efficiency.

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.*

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.)

This innovative grant will increase student achievement in all grade levels and all content areas. A direct result of this innovative grant is more resources in the classroom for our students. As we address career fields, new learning standards and early learning standards, advanced placement programs, career-technical education, students with disabilities, world languages, technology and core area content; this grant will have a positive impact at all levels. Moving forward, this will give our kids the skills they need for college and career readiness, increasing their graduation rates, raising their academic achievement, assisting in the ability to meet the third grade guarantee, PARCC assessments and all other challenges that face our children, this grant will give the means back to our districts. Through these shared services enabling sustaining financial security so we can move forward and raise academic achievement in all grades and areas. Student achievement as it is increased, will be demonstrated on the local report card as we drive more resources directly towards expenditures per pupil, identifying more resources in the classroom. This will enable our districts to have an environment that is up for the challenges in today's world. We can create an infrastructure of technology for our children as yet another part of driving resources back to the students. Changes in the classroom with additional funding will support more guided learning, learning guides, instructional coaches, computer assisted instruction, tutoring, parental involvement and creating high expectations fostering quality instruction causing higher achievement. This innovative grant will enable us to provide adequate training and support for beginning teachers through sustained cost savings, thereby increasing the retention of more competent, qualified, and satisfied professionals for our children. The increased student achievement will derive from our students having more time on task, developing better behavioral and management classroom techniques, more programs for our early childhood areas, as well as teach classroom management skills and have school-wide procedures creating a school culture or family. While having school goals, collecting and analyzing the data, all this is how you raise student achievement and this grant will give us the ability to do just that.

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.)

In FY16 the 3 districts will eliminate and share key District management (namely Superintendent and Treasurer) including related Central Office staff. These permanent reductions will also include the reduction and sharing of other district & school administrative staff members in the areas of instruction, operations, & support. In FY17, specific reductions will be identified in all classifications of expenditures in the areas

of building operations (such as the use of one transportation center, sharing of custodial & maintenance staff, consolidation of non-instruction support services), pupil support (sharing of a Director of Pupil Services - Windham along with establishment of a primary district for special education units, & an analysis of bringing out of district placed students back to home districts or the lead special education district), & staff support (sharing of professional development best practices in the areas of RTI, 3rd grade reading guarantee, PARRC assessments, etc.)

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.)

The spending reductions identified above total \$1,554,070 in the aggregate, vary by district (\$201,574 to \$701,889), and also vary by potential operating millage impact to the local tax payer (1.94 to 9.69 mill). However, the spending reductions targeted are primarily considered non-classroom expenses and are further evidenced by the financial impact tables developed for each district; wherein, the expenditures classified as "classroom instructional" will represent a larger percentage of both the projected expenditure per pupil and the projected expenditure per equivalent pupil when the spending reductions are completely phased in by FY20. This should result in improved student & district performance as measured by value added, performance index, & report card designation.

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.)

Our implementation strategy focuses primarily on non-classroom expense categories through the evaluation of a "best match/practice" district for three smaller districts. The efficiency & effectiveness assumes that there are inherent economies of scale when scaffolding up smaller components into one but maintaining agility by reverting back to the smaller units. The non-classroom emphasis provides the least intrusive point of entry with an immediate and somewhat sizable return-on-investment - a combined \$700,249 in FY16 culminating in combined savings of \$1,554,070 in FY18. The scalability of this unique approach is not limited to the three small schools in this particular proposal and has broad applications regardless of district size and/or not confined by the boundaries of the State of Ohio. The notion of sharing administrative services while not be new, is a critical first step in creating organizational buy-in. Getting the individuals at the top (including Boards of Education) to work together naturally then extends into the other non-classroom categories. By intentionally phasing in the process, areas of efficiency can more easily be realized. The long-term sustainability is demonstrated in the scalability section. The emphasis on this approach avoids any pitfalls or a reduction in current academic performance by staying away from direct classroom instruction. The numbers clearly demonstrate that efficiencies and economies of scale can be gleaned, by there are some natural limits - geographic distance, local tax base, local control, etc. - that necessitated this omission. However, direct classroom instruction can be incorporated into this model, but with today's emphasis on more dollars to the classroom, it was intentionally omitted and left for future consideration.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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.

550,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

There are three distinctive components to the implementation budget of this project, as follows: 1) governance; 2) review and implementation of centralized expenditures; 3) review and implementation of staff resources; and, 4) a review of instruction and curriculum offerings at each district. The total budget will be \$550,000.00 Governance - each of the three districts has its own set of board policies and administrative guidelines, student handbooks, school building and teaching handbooks, and other assorted handbooks and manuals, all necessary and appropriate for district operations. Unfortunately, a cursory review of these collective documents indicates that while there are some similarities, there are also many significant differences. This budget component will review three different sets of these documents, determine best practices among the three districts and develop one set of policies and related documents so that governance and operation of each of the three districts will be compatible. The budget for this component will be \$100,000.00 Centralized Expenditures - each of these three districts have their own central office and appropriate support resources and employees. This project innovation will examine the required needs of each district in terms of central office and support personnel, and will combine all three districts central office into one. In effect this will result in the elimination of duplication, costs, and more effective implementation of these services among the three districts. The budget for this component will be \$80,000.00 Implementation of staff resources It is no surprise that the largest expenditures for these school districts, and all districts throughout Ohio, is in personnel. This budget component will examine the collective bargaining agreements of all three districts, personnel manuals, and enter into collaborative discussions with representative unions and other professional Associations for the purpose of developing collective bargaining agreements that allow for flexibility in assignments, work load, inter-district transfers and elimination of unnecessary positions. After completion of the collective bargaining agreements a staff review of current positions, needed positions and best practices will occur, with the goal of matching developing and matching combined person el to be allocated among the three districts. The budget for this component will be \$135,000.00 Instruction and Curriculum The instructional programs for these three districts are different. While each provides acceptable and appropriate instruction, each district has limitations on the ability to provide important expanded curriculum offerings. As a result, a review of current curriculum offerings and instructional practices current occurring in each district will be completed. Once completed, a common instruction program will be developed, allowing for flexibility for students to receive, and choose from, a greatly expanded curriculum among several alternatives among the three districts. The budget for this component will be \$190,000.00 Support Costs The cost for secretarial, office management, collating, review and overhead will be \$45,000.100

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.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

It is expected that the implementation team will provide a very structured and intense approach in FY16 that the resulting administrative team along with the Boards of Education will be prepared to continue the work into the future. Because not all of the identified areas of possible spending reductions were not implemented (primarily in the area of direct classroom instruction), it is assumed that any project related costs will be minimal in value and thus easily managed within existing resources or via improved efficiencies.

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 by the applicant in the 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.

1,554,070.00 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 expected savings will come from the following categories and amounts: Administrative - \$700,249 Building Operations - \$687,648 Pupil

Support - \$112,516 Staff Support - \$53,657 In the area of administrative, it is expected that a composite FTE among classified and certified positions of 8.0 will be reduced. Further combined office operations will result in savings in the areas of purchased services, supplies and materials, and other expenses in excess of \$200,000. These savings will be permanent and ongoing. The building operations reductions will result in the reduction of redundant positions in the areas of custodial, transportation, and secretarial. Exact FTEs and locations will vary depending on the appropriate staffing ratios per the applicable standard - square footage, staff, efficiency method, etc. - yet the best match district clearly suggests the savings level identified \$687,648. Specific category reductions will be \$489,975 in personnel (and the remaining \$197,673 in purchased services, supplies & materials, and other expenses. Pupil support will include the consolidation of instructional assistants and the deployment based on student totals among the three districts and the consolidation of special educational units where appropriate and practical. The elimination of certain out of district placement options will reduce the level purchased services and will result in a more effective and efficient approach. The expected savings is allocated \$82,688 in personnel expenses or (3.0-4.0 FTE) with the remaining \$29,828 in purchased services, supplies & materials, and other expenses. Staff support will again see gained efficiencies through the evaluation of each district's operations and the elimination of 1.0-2.0 FTE in the area staff support with the remaining coming from the non-personnel expenditure categories. Finally, the exact savings amounts for the various districts will vary, is not uniform, and will be commensurate to achieve efficiencies for the local taxpayer while maintaining an instructional program necessary to compete in the new global environment.

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 overall plan developed will require an annual re-amalgamation of the three districts into one for the purposes of finding a best match/performance district. This then embeds a continuous, ongoing "performance audit" for the purposes of analyzing areas of improved economies & efficiencies, student performance, & other areas of improvements/best practices deployment. Further, the ongoing collaborations in and among the 3 districts will allow for the further solidification of shared services in all areas of school district operations while allowing each district to maintain its own local identity.

#### **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 time line should reflect significant and important milestones in an appropriate and reasonable time frame.*

17. Planning - Activities prior to the grant implementation

\* Date Range July 1, 2014 thru June 30, 2015

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Planning Phase I The first phase in planning is the Governance review. Planning Phase II the second phase is the review and adjustment of centralized expenditures. Planning Phase III the final phase is the planning for the implementation of staff resources. Included in this phase is a review and modification of Instruction and Curriculum.

\* Anticipated barriers to successful completion of the planning phase

Anticipated Barriers - There are no anticipated barriers for the planning phase of this project, but there are several challenges. The first is coordination of schedule for sufficient meeting time with each of the three boards of education. Each of the three boards have expressed strong commitment to the project, but aligning schedules of individuals can still be challenging. A second challenge is working with individuals during the planning and implementation phase of this project, recognizing that some of these individuals may not remain in

current assignments after completion of this project. Both of these challenges will be successfully met due to the strong commitment of the respective board members and all other stakeholders.

#### 18. Implementation - Process to achieve project goals

\* Date Range July 1, 2014 thru March 31, 2015

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Governance review. Each of the three districts has its own set of board policies and administrative guidelines, student handbooks, school building and teaching handbooks, and other assorted handbooks and manuals, all necessary and appropriate for district operations. The three boards of education, with all members, will participate in the development of collaboration of policies with sufficient input to ensure that the stakeholder boards agree to all policy revisions. Planning Phase II the second phase is the review and adjustment of centralized expenditures. The planning component of this phase is discussions with stakeholders and development of a complete understanding of the needs of each district in required services. Each of these three districts have their own central office and appropriate support resources and employees. Planning Phase III the final phase is the planning for the implementation of staff resources. During this planning phase, project developers will examine the collective bargaining agreements of all three districts, personnel manuals, and enter into collaborative discussions with representative unions and other professional Associations for the purpose of developing collective bargaining agreements that allow for flexibility in assignments, work load, inter-district transfers and elimination of unnecessary positions. Review of current curriculum offerings and instructional practices current occurring in each district will be completed.

\* Anticipated barriers to successful completion of the implementation phase.

Anticipated Barriers - There are no anticipated barriers for the planning phase of this project, but there are several challenges. The first is coordination of schedule for sufficient meeting time with each of the three boards of education. Each of the three boards have expressed strong commitment to the project, but aligning schedules of individuals can still be challenging. A second challenge is working with individuals during the planning and implementation phase of this project, recognizing that some of these individuals may not remain in current assignments after completion of this project. Both of these challenges will be successfully met due to the strong commitment of the respective board members and all other stakeholders.

#### 19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range April 1, 2015 thru June 30, 2015

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

\*Consolidation of board policies \*consolidation of all other handbooks and manuals \*written report of central office & non-instructional operations \*initial review & analysis of instructional operations \*combined collective bargaining agreements \*financial & performance audit complete of non-administrative operations \*implementation of administrative staff reductions for 2015-16

\* Anticipated barriers to successful completion of the summative evaluation phase.

staff interference incongruency in language convergence employee bargaining units concerns erosion of community support lack of credible or complete information

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

This innovative grant will increase student achievement in all grade levels and all content areas. A direct result of this innovative grant is more resources in the classroom for our students. As we address career fields, new learning standards and early learning standards, advanced placement programs, career-technical education, students with disabilities, world languages, technology and core area content; this grant will have a positive impact at all levels. Moving forward, this will give our kids the skills they need for college and career readiness, increasing their graduation rates, raising their academic achievement, assisting in the ability to meet the third grade guarantee, PARCC assessments and all other challenges that face our children, this grant will give the means back to our districts. Through these shared services enabling sustaining financial security so we can move forward and raise academic achievement in all grades and areas. Student achievement as it is increased, will be demonstrated on the local report card as we drive more resources directly towards expenditures per pupil, identifying more resources in the classroom. This will enable our districts to have an environment that is up for the challenges in today's world. We can create an infrastructure of technology for our children as yet another part of driving resources back to the students. Changes in the classroom with additional funding will support more guided learning, learning guides, instructional coaches, computer assisted instruction, tutoring, parental involvement and creating high expectations fostering quality instruction causing higher achievement. This innovative grant will enable us to provide adequate training and support for beginning teachers through sustained cost savings, thereby increasing the retention of more competent, qualified, and satisfied professionals for our children. The increased student achievement will derive from our students having more time on task, developing better behavioral and management classroom techniques, more programs for our early childhood areas, as well as teach classroom management skills and have school-wide procedures creating a school culture or family. While having school goals, collecting and analyzing the data, all this is how you raise student achievement and this grant will give us the ability to do just that.

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

*The responses in this section are focused on the ability to design a method for evaluating 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.

By utilizing Cupp & School District Financial Report data, Windham, Southington, & Lordstown were amalgamated into one school district for the purposes of identifying a "best match" district based on the following deemed significant financial categories - district square mileage, average daily membership, total year end enrollment, percent of students in poverty, percent of students with disability, assessed valuation per pupil, res/agr valuation as a % of total, per pupil revenue raised per 1-mill of property tax, average income, class I effective millage incl JVS, & local tax effort - and then this pool was further evaluated on the following academic performance measures to determine "best practices" - report card designation, value added composite score, & performance index. According to State and National statistics, the optimum school size is approximately 2,000. The composite district created falls just under this level 1,716, however, certain inherent efficiencies can be gleaned nonetheless. The statistical analysis deployed focused on the 5 key expenditure per pupil categories of - administrative, building operations, instruction, pupil support, & staff support - that were then compared both individually and combined to the "best match/practice" district. The summary results suggest anticipated savings of \$2,686,000 on a purely statistical basis but a further evaluation of the sub-categories coupled with conversations with the participating districts suggested a phased-in approach with an emphasis of minimal disruption on the classroom or instruction. It is worth noting that the anticipated savings of \$1,554,070 includes all non-classroom savings and that there is approximately \$1,131,930 of potential savings for future years.

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.

Appropriate benchmarking data, both financial and student achievement. Methodology includes review of expenditures, cost per pupil analysis and individual departmental expenditures for financial benchmarking, For student achievement, measurements include the new OTES evaluation criteria for measuring student growth measures, other standardized test scores, and individual classroom curriculum assessments.

\* 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).

Appropriate benchmarking data, both financial and student achievement. Methodology includes review of expenditures, cost per pupil analysis and individual departmental expenditures for financial benchmarking, For student achievement, measurements include the new OTES evaluation criteria for measuring student growth measures, other standardized test scores, and individual classroom curriculum assessments.

\* 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.

Diligently monitoring, correctional measuring will be deployed as per the data elements mentioned above including staffing realignment and individual correcting measures depending on the individualized progress monitoring identified (such transportation, IEP, etc.).

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.

The substantial impact is both financial and instructional with and expectation that small schools can remain a viable and sustainable for option for student from rural communities.

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

This innovative grant will increase student achievement in all grade levels and all content areas. A direct result of this innovative grant is more resources in the classroom for our students. As we address career fields, new learning standards and early learning standards, advanced placement programs, career-technical education, students with disabilities, world languages, technology and core area content; this grant

will have a positive impact at all levels. Moving forward, this will give our kids the skills they need for college and career readiness, increasing their graduation rates, raising their academic achievement, assisting in the ability to meet the third grade guarantee, PARCC assessments and all other challenges that face our children, this grant will give the means back to our districts. Through these shared services enabling sustaining financial security so we can move forward and raise academic achievement in all grades and areas. Student achievement as it is increased, will be demonstrated on the local report card as we drive more resources directly towards expenditures per pupil, identifying more resources in the classroom. This will enable our districts to have an environment that is up for the challenges in today's world. We can create an infrastructure of technology for our children as yet another part of driving resources back to the students. Changes in the classroom with additional funding will support more guided learning, learning guides, instructional coaches, computer assisted instruction, tutoring, parental involvement and creating high expectations fostering quality instruction causing higher achievement.

**\* Spending Reduction in the five-year fiscal forecast**

The total anticipated savings of \$1,554,070 will be achieved over a 3-year period. Consolidating central offices will be phase 1, building operations will be phase 2, and finally pupil & staff support services will occur in phase 3. The achievement of these goals will not be without many local conversations with key decision-makers. Specific benchmarks to be evaluated will include: \*expenditure per pupil data - administrative, building operations, pupil support, & staff support. \*Efficiency metrics - administrator costs, cost of benefits, building operations & maintenance, transportation, & food service \*general financial condition information \*district demographic information \*academic performance information All of these data elements will be evaluated via their disaggregated and aggregated values and compared to a "best match/practices" district. Variances in and among the various data elements will be calibrated based on fit and attainability and modified so that the overall savings goals can be realized.

**\* Utilization of a greater share of resources in the classroom**

Without consideration given to the collection of additional resources, the overall reduction of \$1,554,070 will occur in the specific areas of administrative, building operations, pupil support, and staff support. When applying this reduction to the combined Windham, Southington, and Lordstown profile, and absent any reduction to the instructional category, both in total and per pupil (weighted and unweighted ADM) will result in a greater percentage of remainder resources targeted to classroom instruction. Further the classroom instruction expenditure category will be focused as each of the three districts have unique and diverse populations and therefore unique specialties. For example, Windham educates and supports a large number of students with disabilities and therefore has unique knowledge and programming surrounding best practices. Lordstown appears to be performing at a higher academic level offering high school courses geared towards students attending post secondary institutions. Southington has a student population that is a blend of both Windham and Lordstown. It is then concluded that the merging of central office & building operations will generate the necessary view of all three districts to better understand the complimentary instructional approaches that should result in improved scores on the various academic metrics. Specific metrics to be evaluated & bench marked: \*performance index \*value added composite score \*report card designation \*ohio learning standards & assessments \*parcc assessments These will again be evaluated in the aggregate (combined three districts) and the disaggregate (individual district).

**\* Implementation of a shared services delivery model**

The success of the shared services will be measured by the expense per pupil statistics but more importantly by the feedback from local stakeholders. The maintenance of local control and individual sovereignty leading to future successes via board elections, levy passages, and general community esprit de corps. Community surveys or town hall style meetings will be encouraged and included in year 1 implementation to ensure support, clear message, and to identify the sense of urgency or importance in this overall concept. Will look to re-brand or name shared services in a manner that places a positive emphasis within each community while again ensuring that local school remains viable. Once buy-in at the governance level is achieved, working through the combined central office to more specifically evaluate and deploy operational convergence, efficiencies, and synergy will be more manageable and achievable.

**\* Other Anticipated Outcomes**

If this program is successfully deployed, the three communities will maintain their school identity while providing an improved overall instructional program. It could also lead to other shared services opportunities such as: exchange of students in extra or co-curricular opportunities that might be unique in one district or in other non-school district but community-related areas. This program could also re-energize the small school base and brand and provide the much needed reorganization across the state of Ohio for survival and ongoing sustainability. Small school cultures continue to be the community centers and the foundation upon which identities, traditions, and pride emanates. It is hoped that this model could be fully supported by area legislators and leaders and positively promoted, endorsed, and funded.

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.*

**\* Explain your response**

The project definitely can be replicated for other districts anywhere while having the common goal of raising student achievement; it creates fiscal sustainability while being good stewards of the taxpayer dollars. The reason this program is worthy and will be effective is simple, schools save money and give resources right back to our kids, districts will not lose local control and equally important they do not lose their identity, everybody still goes to their same schools and athletic fields. This is the optimal delivery model for increased student instruction, shared services, effective use of tax dollars and maintaining local control, while equally important is we start creating harmony in the state, and among districts and children. This is an excellent opportunity.

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, 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.

Consortium

Windham Exempted Village (045666) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Terry	Armstrong	330-824-2791	terry.armstrong@neomin.org	Lordstown Local	050203	1824 Salt Springs Rd, Warren, OH, 44481-9735	
John	McMahan	(330)898-7480	john.mcmahan@neomin.org	Southington Local	050237	2482 State Route 534, Southington, OH, 44470-9524	

Partnerships

Windham Exempted Village (045666) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Michael	Nutter	330-907-6652	mnutter@nutterconsults.com	Nutter Consulting		20 South Third St., Suite 210, Columbus, OH, 43215	

Implementation Team

Windham Exempted Village (045666) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Delete Contact</b>
Gregg	Isler	Superintendent	The lead district superintdent will oversee the implementation of this grant project in collaboration with the WindhamExempted Village Board of Education, the Southington Local Schools Board of Education and the Lordstown Schools Board of Education.	Superintendent of the Windham Exempted Village School District.	Superintendent of the Windham Exempted Village School District with previous competitive grant implementation experience.	