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Adjusted Allocation: 0.00

Remaining: -587,388.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
High School 2.0 Rethinking the Model

2. Project Summary: Please limit your responses to no more than three sentences.
We will shift instructional practices to transform the junior and senior year of high school.

   This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

<table>
<thead>
<tr>
<th>Grant Year</th>
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<td></td>
<td>4</td>
<td>5</td>
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<td>7</td>
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</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project. 
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Following the pilot year with 280 juniors, the expectation is that all juniors and seniors in each subsequent year, approximately 600 per grade level, will participate in this reconceptualization of high school course offerings.

5. Lead applicant primary contact: - Provide the following information:
First and 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, Ohio 44094
Phone Number of lead applicant
440-975-3755
Email Address of lead applicant
gina.kevern@weschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

8a. The current state or problem to be solved; and
The problem with the junior and senior year in high school is that it no longer adequately prepares students for the needs of a society that requires students to have a completely different skill set than prior generations. The focus on high school is meeting the credit requirements for graduation, but not necessarily developing the skill set that students need for college or careers. Students today need to learn to work in collaborative teams, solve complex problems, and see the relevance and importance of their final high school years. High school course work should emphasize critical thinking, not rote memorization. We formed a committee of students and asked them what they need, This is what they told us and we listened. The students asked for engaging work that empowers them to be critical thinkers, not memorizers. They want academically demanding content that is applied to real-life. They welcome the chance to collaborate and enhance their communication skills. They want opportunities for deeper thinking, the chance to articulate the difference between knowing facts and personalizing knowledge in order to apply what they learn to situations. High school students want to have authentic experiences that help them become decision-makers. Youth of today are asking for relevance, for work-linked learning, to understand the meaning behind the work. Changes in public education have been driven by adults. Teachers/administrators design the schedule and instructional time, determine the curriculum, and direct the students as to where they should be and what they should be doing bell-to-bell. The current school day and approach to earning credits makes the students’ vision difficult to realize. It doesn’t have to be this way. By shifting the instructional practices and the delivery of learning, the opportunity exists to drastically rethink the final two years of high school.
9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

As a result of this project, we expect to see increased student achievement, student engagement and an increase in student readiness for college and careers. This will be measured by state achievement tests in Algebra II and American Government end-of-course exams. PSAT data from 10th and 11th grade will provide a measure of how students are progressing in their curriculum. We expect to see a higher percentage of juniors on track for college readiness based on the PSAT. We are seeking increased participation rate in college entrance exams, ACT and SAT. We expect an increase in students completing AP coursework. We will see a decrease in the number of course failures in the junior year and a reduction in the number of students retained in their junior year due to lack of credits to be seniors. We will track student performance during the pilot year and compare students that participated in the program with those who continued on the traditional path. As a result, we will seeing an increase in student participation in College Credit Plus, an increase in the number of staff members qualified as CCP instructors, a decrease in absenteeism, an increase in proficiency rates in core content assessments, an increase in honors diplomas and an increase in the number of students in career exploration and planning activities which will directly affect our Prepared for Success Indicator on the district report card.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Project-based learning results in higher levels of student engagement and learning. Data indicates this practice in our School of Innovation results in higher levels of engagement and deeper learning. A collaborative school that emphasizes both teacher and student teams in the context of a flexible schedule will yield increased learning and engagement. By modifying assessment practices, students will be provided substantial feedback that addresses their personalized learning needs in a more realistic timeframe. The gradual release of responsibility and ownership of learning should shift from teacher to student as the learner progresses through high school. Creating a culture and climate that emphasizes learning as a precursor to any achievement gains. Formulating partnerships with area businesses, agencies and community groups enhances opportunities for teachers and students. The learning environment will develop critical workforce skills while simultaneously developing content knowledge.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The district has already initiated several smaller scale pilots. We developed the School of Innovation where quarterly, trans-disciplinary capstone projects are embedded into instruction as a demonstration of student learning. We have emphasized project-based learning in high school science classes and in the middle schools. Our library media specialists have worked on a district-wide research model for grades 6-12. W-E is committed to a collaborative model to improve student achievement. Research indicates that a collaborative focus and a shared vision provides support for a rigorous academic program. (Barnett & McCormick, 2002) Additional research suggests that schools that exhibit the potential to improve are characterized by a shared leadership approach (cf. Cardo 2006; Camburn et al. 2003; Copland 2003; Hallinger and Heck 1998; Harris et al. 2007; Murphy and Myers 2009; Rutherford 2009; Scribner et al. 2007; Southworth 2002; Timpano 2003). Currently the entire district is focused on the district wide goal of improving student achievement as established by the 2012 strategic plan. Through this high school redesign, we will continue to focus on increasing time on task and improving the quality of instruction. Research indicates that involving students in designing the learning content and the design of the learning space can lead to improved student outcomes. (Kohings, et. al., 2007) Both of these features are integral components of this grant project. The recent formulation of a collaborative professional development committee ensures high quality, high yield instructional strategies are implemented with fidelity. While teachers have worked within content teams, further work is needed to develop teacher teams across
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The Prepared for Success indicator on the district report card will be one of the indicators that the Willoughby Eastlake CSD will utilize to measure the progress toward the desired outcomes. The Prepared for Success indicator includes college admission scores, industry credentials, honors diplomas, advanced placement participation, state test performance and participation on college entrance exams. Each of these metrics will be included in the progress monitoring plan for this program. Baseline data: South HS ACT College Benchmarks (College English 73%; College Algebra 52%; Social Sciences 61%; Biology 47%). (Composite ACT (22.2). Total number of South HS students who are college ready based on ACT indicators (38%). North HS ACT College Benchmarks (English 64%; College Algebra 47%; Social Sciences 48%; Biology 46%). North HS ACT Composite (21.3). Total number of North HS students who are college ready based on ACT indicators (24%). District AP (365 students participate; 39% earn 3 or higher on exams). District American Government End-Of-Course Exam (54.2%). Total students enrolled in College Credit Plus program (164 students).

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Should the project assumptions prove false or the progress toward the projected outcomes falter, the district is prepared to examine and address additional factors which may be impeding the success of the program. Depending on what our findings show, the appropriate interventions and/or changes will be implemented to ensure the success of the project.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership
11. Financial Information: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

12. What is the amount of this grant request? 587,388.00

13. Provide a brief narrative explanation of the overall budget. Responses should provide a 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.

The project budget of $587,388.00 includes funds for professional development, technology and furniture purchases for the redesigned learning studios. Professional development for 140 high school staff members will require the payment of stipends for 10 days of training conducted during the summer and after school hours for $186,564 plus $28,824.14 for benefits and $2,000 in travel expenses for site visitations. The cost of furniture for the redesigned learning spaces for both high schools would be $120,000. $250,000 would be allocated for technology needs to include Chromebook carts and tv monitors to enable collaborative groups to display their work. The district estimates that 10% of the time of existing building administrators and central office administrators will be needed to coordinate grant activities and the cost their salaries and benefits will be allocated from the general fund.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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<td>15,000.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>10,000.00</td>
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</tbody>
</table>

15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Sustainability costs will include professional development stipends for teachers as they continue to work on course review and development, and overall project review and implementation. Costs also include any repair and replacement costs for technology equipment. The general fund will continue to support curriculum purchases and software licenses.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. Note: the responses to questions 16 and 18 must total 100%

Over five years, the cost savings met through sustaining the program will be attributed to a reduction in the purchase of textbooks and textbook replacements for the junior and senior courses.
D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

21. Planning
   a. Date Range February - April 2016
   b. Scope of activities - include all specific completion benchmarks.

Identify teacher teams and student representatives. Administrators to facilitate key meetings to map out initial course offerings. Core team will work together to explore how technology and project-based learning can be integrated with the existing curriculum. Initial schedule will be developed. A target group of students for the pilot will be identified. Core team will design and develop the flexible learning spaces and how they will be utilized. Site visitations will be made to explore other examples of unique and flexible use of space in a school environment. Draft of student learning plans will be developed.

22. Implementation (grant funded start-up activities)
   a. Date Range April 2016 - June 2017
   b. Scope of activities - include all specific completion benchmarks.

Core team designs coursework for the juniors and seniors. Develop finalized schedule, meet with the pilot students and parents in August to establish parameters and expectations. Purchase the technology and complete any training as needed. Core team will meet and train in order to implement project-based learning delivery model and effectively assess student learning. Make purchases for the learning studios. Both high school core teams meet and collaborate to design shared learning models, for example, distance learning modules. Core team meets on a weekly basis to assess current coursework and student progress and to develop additional seminar courses. Re-evaluate assessment and develop course rubrics to more accurately reflect student progress.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range 2017 - 2022
   b. Scope of activities - include all specific completion benchmarks.

By year 2017-2018, all high school juniors will be enrolled in the redesigned courses. In the year 2018-2019, all juniors and seniors will be enrolled in the redesigned courses. The core team teachers will continue to meet during building collaboration time and professional development sessions beyond the work day and in the summer to evaluate course designs and student progress and make adjustments based on data and survey results through the five year grant period. The core team will analyze student data and surveys to assess project implementation and success. Internal and external communications will take place via face-to-face meetings and electronic communications. Examples of communication vehicles include website postings, newsletters, e-mail and phone blasts and the use of social media. It will be necessary for the district/high school representatives to meet regularly for planning purposes with higher education institutions to ensure participation and expansion of the college credit opportunities for students. Regular communication with business partners and community groups will take place to ensure the development of meaningful workplace internships and experiences for students. At all times, the core goals of the grant will be reviewed and monitored to ensure implementation: the development of trans-disciplinary coursework (with flexible scheduling), access to college credit opportunities in high school, and career-related options.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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
25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Gina Kevern, Director of Curriculum Instruction and Assessment; Patrick Ward, South High School Principal; Jennifer Chauby, North High School Principal.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Achievement will be measured through the annual student achievement data collected from local and state measures of academic achievement. Student performance can be assessed through capstone projects as well as traditional common assessments, such as paper-pencil assessments, in addition to state-required and optional standardized tests. Ongoing curriculum embedded performance tasks will be evaluated based on criteria reflecting the academic standards and the demonstration of and the acquisition of workforce and 21st century skills. Rubrics will be developed to reflect problem-based and project-based learning at a minimum quarterly. Comparative data between the pilot group and those not involved in the pilot can be analyzed. Patterns of student success and opportunities to improve and refine coursework can be implemented. The district currently maintains Excel spreadsheets of student performance in addition to electronic assessment records. An annual review of achievement data will be used to determine if more students are on track for college and career. Included in this annual review will be a review of our ACT, SAT, PSAT, AP, and state end-of-course exams. A review of discipline data and attendance records will provide further information regarding the success of the program.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This rethinking of the high school instructional delivery model can be replicated in existing high school buildings. This high school design will establish itself as a model for other districts from inception to implementation. The 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 the products of the students. The design blueprint can be shared when the schools welcome visitors to showcase the operations. It is fully expected that this high school redesign will serve as a platform for others in order to help facilitate not only the redesign of other schools that thrive on innovative learning, but also showcase successful business and community partnerships. The instructional practices and resources can be replicated within a school willing to embrace these progressive practices. The W-E CSD has experienced success with the design and full implementation of the School of Innovation, a STEM approach which began as grade 3-5 building and will be scaled up to grade 12. The School of Innovation houses the only fabrication lab in the state which is part of the Massachusetts Institute of Technology global network of FabLabs and features the only two elementary teachers in the state who are certified FabLab instructors. The School of Innovation was recently featured at the Ohio School Board Association annual conference. This speaks to the vision and commitment displayed by the district to truly transform education. From inception to implementation, we have worked through the process of redesigning instructional practices before. The opportunity to impact high school has the potential to serve as a model for
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).

Gina Kevern, Director of Curriculum, Instruction and Assessment Steve Thompson, Superintendent
Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>Partnerships</th>
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### Implementation Team

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<th>First Name</th>
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<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
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<tr>
<td>Patrick</td>
<td>Ward</td>
<td>Principal, South High School</td>
<td>Mr. Ward will be responsible for the implementation of the project at South High School. He will assemble the core team of teachers and students to spearhead the reconceptualization of the junior and senior year courses and follow-through with all grant tasks to ensure full implementation at South High School. He will be the school's chief liaison with North High School and Central Office.</td>
<td>Dr. Ward has 15 years educational experience, including seven years administrative experience. During those years he was responsible for researching, developing and implementing the PLC model for a comprehensive 9-12 high school (2008) and worked to expand access to college course work for all students (all sub groups). During this time, he was also directly responsible for building wide professional development and advancing the continuous improvement goals. In Willoughby-Eastlake as building principal he works to implement the district mission and vision to increase achievement for all students by creating and sustaining a collaborative school culture. His dissertation for his PhD focused on School Climate/Culture and the PLC.</td>
<td>Dr. Ward, at his previous district as part of his assistant principal duties, was responsible for 9-12 curriculum and instruction development. He has and is responsible for managing and leading all aspects of a high school with an emphasis on improving teaching and learning through a collaborative approach. Dr. Ward meets regularly with staff and a student advisory council which has enabled him to make significant changes to both the educational environment for students and improved the culture of the building. He has been a staunch supporter of higher level course work for students, and developed Rebel Grow, a mentoring program for 9th grade students.</td>
<td>He has a BA in Biology, a MA in Educational Leadership, a MA in Curriculum, Instruction and Assessment and a PhD in K-12 Ed Leadership</td>
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<td>Jennifer</td>
<td>Chauby</td>
<td>Principal, North High School</td>
<td>Mrs. Chauby will be responsible for the implementation of the project at North High School. She will assemble the core team of teachers and students to spearhead the reconceptualization of the junior and senior year courses and follow-through with all grant tasks to ensure full implementation at North High School.</td>
<td>Ms. Chauby has 19 years of educational experience, including 10 years of experience as an educational leader at the building level in Willoughby-Eastlake.</td>
<td>She is currently responsible for the direction and implementation of the district and building level mission and vision at North High School as well as the creation of a collaborative culture and shared leadership. She spearheaded the creation and</td>
<td>Mrs. Chauby has a Bachelor of Science degree in Education/Science and a Master's degree in Educational Leadership</td>
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<tr>
<td>Gina Kevern</td>
<td>Director, Curriculum Instruction and Assessment</td>
<td>Ms. Kevern will be responsible for overseeing all aspects of the grant implementation. She will work closely with the high school principals to ensure implementation at the building level. Ms. Kevern will ensure that all professional development is implemented, the curriculum design work is completed, and all purchasing of technology and materials are completed. She will be responsible to ensure that the project is fully implemented and that the evaluation of the project is completed and reported as required.</td>
<td>Ms. Kevern has 23 years of experience as an educator, including 17 as a principal, special education director and central office administrator. Ms. Kevern has experience with budgeting, curriculum development, professional development, public relations, human resources and technology integration spanning K-12. Prior to education, she worked in marketing and public relations and served as the Director of Small Business Development for the nation's largest Chamber of Commerce. She has fully supported the idea that schools and businesses can create lasting relationships to benefit students.</td>
<td>Ms. Kevern authored, awarded and implemented multiple competitive grants. She received two ARRA Title II-D Technology grants which infused technology, interdisciplinary 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. She authored and was awarded a Straight A Fund Grant for the design and implementation of the School of Innovation, a STEM focused, project-based learning school for grades 3-5 that opened in August 2015 and will grow to be a grade 3-12 school. The opening of that school has sparked project-based learning district wide.</td>
<td>BA in Communications. MA in Teaching with post-graduate work in Educational Leadership. 10</td>
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