



Round 3: Application Form

Local Government Innovation Fund

Step One: Fill out this Application Form in its entirety.

Step Two: Fill out the online submission form and submit your application materials. All supplemental application materials should be combined into one file for submission.

LGIF: Applicant Profile

Lead Applicant	
Project Name	
Type of Request	
Funding Request	
JobsOhio Region	
Number of Collaborative Partners	

Office of Redevelopment

Website: <http://development.ohio.gov/Urban/LGIF.htm>

Email: LGIF@development.ohio.gov

Phone: 614 | 995 2292

Lead Applicant		Round 3	
Project Name		Type of Request	

Lead Applicant				
Mailing Address:	Address Line 1			
	Address Line 2			
	City	State	Zip Code	
City, Township or Village			Population (2010)	
County			Population (2010)	
Did the lead applicant provide a resolution of support?		Yes (Attached)	No (In Process)	

Project Contact				
Complete the section below with information for the individual to be contacted on matters involving this application.				
	Project Contact		Title	
Mailing Address:	Address Line 1			
	Address Line 2			
	City	State	Zip Code	
Email Address			Phone Number	

Fiscal Officer				
Complete the section below with information for the entity and individual serving as the fiscal agent for the project.				
	Fiscal Officer		Title	
Mailing Address:	Address Line 1			
	Address Line 2			
	City	State	Zip Code	
Email Address			Phone Number	
Is your organization registered in OAKS as a vendor?		Yes	No	

Section 1
Contacts

Lead Applicant		Round 3	
Project Name		Type of	

Single Applicant		
Is your organization applying as a single entity?	Yes	No
Participating Entity: (1 point) for single applicants		

Collaborative Partners		
Does the proposal involve other entities acting as collaborative partners?	Yes	No
<p>Applicants applying with a collaborative partner are required to show proof of the partnership with a partnership agreement signed by each partner and resolutions of support from the governing entities. If the collaborative partner does not have a governing entity, a letter of support from the partnering organization is sufficient. Include these documents in the supporting documents section of the application.</p> <p>In the section below, applicants are required to identify population information and the nature of the partnership.</p> <p>Each collaborative partner should also be clearly and separately identified on pages 4-5.</p>		
Number of Collaborative Partners who signed the partnership agreement, and provided resolutions of support.		
Participating Entity: (5 points) allocated to projects with collaborative partners.		

Population		
The applicant is required to provide information from the 2010 U.S. Census information, available at: http://factfinder2.census.gov/		
Does the applicant (or collaborative partner) represent a city, township or village with a population of less than 20,000 residents?	Yes	No
	List Entity	
	Municipality/Township	Population
Does the applicant (or collaborative partner) represent a county with a population of less than 235,000 residents?	Yes	No
	List Entity	
	County	Population
Population: (3-5 points) determined by the smallest population listed in the application. Applications from (or collaborating with) small communities are preferred.		

Section 2 Collaborative Partners

Lead Applicant		Round 3	
Project Name		Type of Request	

Nature of Partnership (2000 character limit)

As agreed upon in the partnership agreement, please identify the nature of the partnership, and explain how the main applicant and the partners will work together on the proposed project.

Section 2 Collaborative Partners

List of Partners

The applicant applying with collaborative partners (defined in §1.03 of the LGIF Policies) must include the following information for each applicant:

- **Name of collaborative partners**
- **Contact Information**
- **Population data (derived from the 2010 U.S. Census)**

If the project involves more than 12 collaborative partners, additional forms are available on the LGIF website.

Lead Applicant		Round 3		
Project Name		Type of Request		

Collaborative Partners								
Number 1								
Address Line 1					Population			
Address Line 2					Municipality /Township		Population	
City		State		Zip Code		County		Population
Email Address					Phone Number			
Resolution of Support	<input type="checkbox"/> Yes <input type="checkbox"/> No				Signed Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Collaborative Partners								
Number 2								
Address Line 1					Population			
Address Line 2					Municipality /Township		Population	
City		State		Zip Code		County		Population
Email Address					Phone Number			
Resolution of Support	<input type="checkbox"/> Yes <input type="checkbox"/> No				Signed Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Collaborative Partners								
Number 3								
Address Line 1					Population			
Address Line 2					Municipality /Township		Population	
City		State		Zip Code		County		Population
Email Address					Phone Number			
Resolution of Support	<input type="checkbox"/> Yes <input type="checkbox"/> No				Signed Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Collaborative Partners								
Number 4								
Address Line 1					Population			
Address Line 2					Municipality /Township		Population	
City		State		Zip Code		County		Population
Email Address					Phone Number			
Resolution of Support	<input type="checkbox"/> Yes <input type="checkbox"/> No				Signed Agreement	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Section 2 Collaborative Partners

Lead Applicant		Round 3		
Project Name		Type of Request		

Collaborative Partners					
Number 5					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	
				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 6					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	
				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 7					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	
				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 8					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	
				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Section 2 Collaborative Partners

Lead Applicant		Round 3		
Project Name		Type of Request		

Collaborative Partners					
Number 9					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 10					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 11					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Collaborative Partners					
Number 12					
Address Line 1		Population			
Address Line 2		Municipality /Township		Population	
City	State	Zip Code	County	Population	
Email Address		Phone Number			
Resolution of Support		Signed Agreement		<input type="checkbox"/> Yes <input type="checkbox"/> No	

Section 2 Collaborative Partners

Lead Applicant		Round 3	
Project Name		Type of Request	

Identification of the Type of Award	
Targeted Approach	

Project Description (4000 character limit)

Please provide a general description of the project. The information provided will be used for council briefings, program, and marketing materials.

Section 3
Project Information

Lead Applicant		Round 3	
Project Name		Type of Request	

Past Success	Yes	No
Past Success (5 points)		
Provide a summary of past efforts to implement a project to improve efficiency, implement shared services, coproduction, or a merger. (1000 character limit)		

Scalable/Replicable Proposal	Scalable	Replicable	Both
Scalable/Replicable (10 points)			
Provide a summary of how the applicant's proposal can be replicated by other local governments or scaled for the inclusion of other local governments. (1000 character limit)			

Section 3
Project Information

Probability of Success	Yes	No
Probability of Success (5 points)		
Provide a summary of the likelihood of the grant study recommendations being implemented. Applicants requesting a loan should provide a summary of the probability of savings from the loan request. (1000 character limit)		

Lead Applicant		Round 3	
Project Name		Type of Request	

Performance Audit Implementation/Cost Benchmarking	Yes	No
Performance Audit/Benchmarking (5 points)		
If the project is the result of recommendations from a performance audit provided by the Auditor of State under Chapter 117 of the Ohio Revised Code or a cost benchmarking study, please attach a copy with the supporting documents. In the section below, provide a summary of the performance audit or cost benchmarking study. (1000 character limit)		

Economic Impact	Yes	No
Economic Impact (5 points)		
Provide a summary of how the proposal will promote a business environment (through a private business relationship) and/or provide for community attraction. (1000 character limit)		

Section 3
Project Information

Response to Economic Demand	Yes	No
Response to Economic Demand (5 points)		
Provide a summary of how the project responds to substantial changes in economic demand for local or regional government services. The narrative should include a description of the current service level. (1000 character limit)		

Budget Information

General Instructions

- Both the Project Budget and Program Budgets are required to be filled out in this form.
- Consolidate budget information to fit in the form. Additional budget detail may be provided in the budget narrative or in an attachment in Section 5: Supplemental Information.

Project Budget:

- The Project Budget justification must be explained in the Project Budget Narrative section of the application. This section is also used to explain the reasoning behind any items on the budget that are not self explanatory, and provide additional detail about project expenses.
- The Project Budget should be for the period that covers the entire project. The look-back period for in-kind contributions is two (2) years. These contributions are considered a part of the total project costs.
- For the Project Budget, indicate which entity and revenue source will be used to fund each expense. This information will be used to help determine eligible project expenses.
- Please provide documentation of all in-kind match contributions in the supporting documents section. For future in-kind match contributions, supporting documentation will be provided at a later date.

Program Budget:

- Six (6) years of Program Budgets should be provided. The standard submission should include three years previous budgets (actual), and three years of projections including implementation of the proposed project. A second set of three years of projections (one set including implementation of this program, and one set where no shared services occurred) may be provided in lieu of three years previous if this does not apply to the proposed project.
- Please use the Program Budget Narrative section to explain any unusual activities or expenses, and to defend the budget projections. If the budget requires the combining of costs on the budget template, please explain this in the narrative.

Return on Investment:

- A Return on Investment calculation is required, and should reference cost savings, cost avoidance and/or increased revenues indicated in the budget projection sections of the application. Use the space designated for narrative to justify this calculation, using references when appropriate.

For Loan Applications only:

- Using the space provided, outline a loan repayment structure.
- Attach three years prior financial documents related to the financial health of the lead applicant (balance sheet, income statement, and a statement of cash flows).

Lead Applicant		Round 3	
Project Name		Type of Request	

Project Budget

Sources of Funds

LGIF Request:

Cash Match (List Sources Below):

Source:	<input style="width: 100%;" type="text"/>

In-Kind Match (List Sources Below):

Source:	<input style="width: 100%;" type="text"/>
Source:	<input style="width: 100%;" type="text"/>
Source:	<input style="width: 100%;" type="text"/>

Total Match:
Total Sources:

Uses of Funds

	<u>Amount</u>	<u>Revenue Source</u>
Consultant Fees:	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Legal Fees:	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Other: _____	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Total Uses:
Local Match Percentage:

* Please note that this match percentage will be included in your grant/loan agreement and cannot be changed after awards are made.

Local Match Percentage = (Match Amount/Project Cost) * 100 (10% match required)
10-39.99% (1 point) 40-69.99% (3 points) 70% or greater (5 points)

Project Budget Narrative: Use this space to justify expenses (1200 character max).

Section 4
Financial Information

Lead Applicant		Round 3	
Project Name		Type of Request	

Program Budget

Actual ___ Projected ___	FY _____	FY _____	FY _____
Expenses	Amount	Amount	Amount
Salary and Benefits			
Contract Services			
Occupancy (rent, utilities, maintenance)			
Training and Professional Development			
Insurance			
Travel			
Capital and Equipment Expenses			
Supplies, Printing, Copying, and Postage			
Evaluation			
Marketing			
Conferences, meetings, etc.			
Administration			
*Other - _____			
*Other - _____			
*Other - _____			
TOTAL EXPENSES			
Revenues	Revenues	Revenues	Revenues
Contributions, Gifts, Grants, and Earned Revenue			
Local Government: _____			
Local Government: _____			
Local Government: _____			
State Government			
Federal Government			
*Other - _____			
*Other - _____			
*Other - _____			
Membership Income			
Program Service Fees			
Investment Income			
TOTAL REVENUES			

Lead Applicant		Round 3	
Project Name		Type of Request	

Program Budget

Actual ___ Projected ___	FY _____	FY _____	FY _____
Expenses	Amount	Amount	Amount
Salary and Benefits			
Contract Services			
Occupancy (rent, utilities, maintenance)			
Training and Professional Development			
Insurance			
Travel			
Capital and Equipment Expenses			
Supplies, Printing, Copying, and Postage			
Evaluation			
Marketing			
Conferences, meetings, etc.			
Administration			
*Other - _____			
*Other - _____			
*Other - _____			
TOTAL EXPENSES			
	Revenues	Revenues	Revenues
Contributions, Gifts, Grants, and Earned Revenue			
Local Government: _____			
Local Government: _____			
Local Government: _____			
State Government			
Federal Government			
*Other - _____			
*Other - _____			
*Other - _____			
Membership Income			
Program Service Fees			
Investment Income			
TOTAL REVENUES			

Lead Applicant		Round 3
Project Name		Type of Request

Program Budget

Use this space to justify the program budget and/or explain any unusual revenues or expenses (6000 characters max).

Section 4: Financial Information Scoring

- (5 points) Applicant provided complete and accurate budget information and narrative justification for a total of six fiscal years.
- (3 points) Applicant provided complete and accurate budget information and for at least three fiscal years.
- (1 point) Applicant provided complete and accurate budget information for less than three fiscal years.

Lead Applicant		Round 3	
Project Name		Type of Request	

Return On Investment

Return on Investment is a performance measure used to evaluate the efficiency of an investment. To derive the expected return on investment, divide the net gains of the project by the net costs. For these calculations, please use the implementation gains and costs, NOT the project costs (the cost of the feasibility, planning, or management study)--unless the results of this study will lead to direct savings without additional implementation costs. The gains from this project should be derived from the prior and future program budgets provided, and should be justified in the return on investment narrative.

Return on Investment Formulas:

Consider the following questions when determining the appropriate ROI formula for the project. Check the box of the formula used to determine the ROI for the project. These numbers should refer to savings/revenues illustrated in projected budgets.

Do you expect cost savings from efficiency from the project?

Use this formula:
$$\frac{\text{Total \$ Saved}}{\text{Total Program Costs}} * 100 = \text{ROI}$$

Do you expect cost avoidance from the implementation of the project/program?

Use this formula:
$$\frac{\text{Total Cost Avoided}}{\text{Total Program Costs}} * 100 = \text{ROI}$$

Do you expect increased revenues as a result of the project/program?

Use this formula:
$$\frac{\text{Total New Revenue}}{\text{Total Program Costs}} * 100 = \text{ROI}$$

Expected Return on Investment = _____ * 100 = _____

Return on Investment Justification Narrative: In the space below, briefly describe the nature of the expected return on investment, using references when appropriate. (1300 character limit)

Expected Return on Investment is:

Less than 25% (10 points)
25%-74.99% (20 points)
Greater than 75% (30 points)

Questions about how to calculate ROI? Please contact the Office of Redevelopment at 614-995-2292 or lgif@development.ohio.gov

Section 4
Financial Information

Lead Applicant		Round 3	
Project Name		Type of Request	

Loan Repayment Structure

Please outline the preferred loan repayment structure. At a minimum, please include the following: the entities responsible for repayment of the loan, all parties responsible for providing match amounts, and an alternative funding source (in lieu of collateral). Applicants will have two years to complete the project upon execution of the loan agreement, and the repayment period will begin upon the final disbursement of the loan funds. A description of expected savings over the term of the loan may be used as a repayment source.

Section 4
Financial Information

Applicant demonstrates a viable repayment source to support loan award. Secondary source can be in the form of a debt reserve, bank participation, a guarantee from a local entity, or other collateral (i.e. emergency, rainy day, or contingency fund, etc).

Applicant clearly demonstrates a secondary repayment source (5 points)	Applicant does not have a secondary repayment source (0 points)
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Lead Applicant		Round 3	
Project Name		Type of Request	

Scoring Overview

Section 1: Collaborative Measures

Collaborative Measures	Description	Max Points		Applicant Self Score
Population	Applicant's population (or the population of the area(s) served) falls within one of the listed categories as determined by the U.S. Census Bureau. Population scoring will be determined by the smallest population listed in the application. Applications from (or collaborating with) small communities are preferred.	5		
Participating Entities	Applicant has executed partnership agreements outlining all collaborative partners and participation agreements and has resolutions of support. (Note: Sole applicants only need to provide a resolution of support from its governing entity.	5		

Section 2: Success Measures

Past Success	Applicant has successfully implemented, or is following project guidance from a shared services model, for an efficiency, shared service, coproduction or merger project in the past.	5		
Scalable/Replicable Proposal	Applicant's proposal can be replicated by other local governments or scaled for the inclusion of other local governments.	10		
Probability of Success	Applicant provides a documented need for the project and clearly outlines the likelihood of the need being met.	5		

Section 3: Significance Measures

Performance Audit Implementation/Cost Benchmarking	The project implements a single recommendation from a performance audit provided by the Auditor of State under Chapter 117 of the Ohio Revised Code or is informed by cost benchmarking.	5		
Economic Impact	Applicant demonstrates the project will a promote business environment (i.e., demonstrates a business relationship resulting from the project) and will provide for community attraction (i.e., cost avoidance with respect to taxes)	5		
Response to Economic Demand	The project responds to current substantial changes in economic demand for local or regional government services.	5		

Section 4: Financial Measures

Financial Information	Applicant includes financial information (i.e., service related operating budgets) for the most recent three years and the three year period following the project. The financial information must be directly related to the scope of the project and will be used as the cost basis for determining any savings resulting from the project.	5		
Local Match	Percentage of local matching funds being contributed to the project. This may include in-kind contributions.	5		
Expected Return	Applicant demonstrates as a percentage of savings (i.e., actual savings, increased revenue, or cost avoidance) an expected return. The return must be derived from the applicant's cost basis.	30		
Repayment Structure (Loan Only)	Applicant demonstrates a viable repayment source to support loan award. Secondary source can be in the form of a debt reserve, bank participation, a guarantee from a local entity, or other collateral (i.e., emergency fund, rainy day fund, contingency fund, etc.).	5		

Total Points

International Baccalaureate High School
Feasibility Study: A Collaboration of Political
Subdivisions

Supporting Documentation
September 4, 2012



September 4, 2012

**WESTLAKE
CITY SCHOOLS**

To Whom It May Concern:

I am pleased to provide this letter of support for the request of funding a feasibility study to implement an International Baccalaureate Diploma Programme High School on the Westlake High School campus, a school within a school. Westlake City School District's collaborative partners: Avon Lake City Schools, Mr. Robert Scott, Superintendent; Berea City Schools, Mr. Michael Sheppard, Superintendent, are committed to the organizational and financial support needed to establish the IB Programme. We believe the relationships between the three schools are strengthened as a result of rich dialogue in planning the implementation of IB. Our students will benefit from the inquiry based, global learning that IB provides in mathematics, science, English, foreign languages, technology and service, walking through the high school doors into a college and business career with international mindedness as their foundation. The impact of this journey will result in students prepared for the challenges of the global workplace.

As educational leaders, we recognize the need for students to become global learners through the inquiry based, global learning that IB provides.

Ultimately, it is our goal to establish the International Baccalaureate Diploma Programme High School to support the needs of our students in a global, 24/7 world, preparing them for college studies and successful careers.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel J. Keenan, Jr.", written in a cursive style.

Daniel J. Keenan, Jr., Ph.D.
Superintendent of Schools

Board of Education
27200 Hilliard Blvd.
Westlake, Ohio 44145
(440) 871-7300 tel
(440) 871-6034 fax

**Bassett
Elementary School**
2155 Bassett Rd.
(440) 835-6330

**Dover
Elementary School**
2300 Dover Center Rd.
(440) 835-6322

**Hilliard
Elementary School**
24365 Hilliard Rd.
(440) 835-6343

**Holly Lane
Elementary School**
3057 Holly Lane
(440) 835-6332

**Lee Burneson
Middle School**
2240 Dover Center Rd.
(440) 835-6340

**Parkside
Intermediate School**
24525 Hilliard Blvd.
(440) 835-6325

**Westlake
High School**
27830 Hilliard Blvd.
(440) 835-6352

cc: File

**International Baccalaureate Diploma Programme (IB-DP)
IB-DP SHARED SERVICES/PARTNERSHIP AGREEMENT**

This agreement made by and among the Avon Lake City School District (“Avon Lake”), Berea City School District (“Berea”), Rocky River City School District (“Rocky River”) and Westlake City School District (“Westlake”) (all districts hereinafter referred to as the participating districts) elected and acting Boards of Education.

The partnership is committed to responsibly support the feasibility study moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP) which will include entry into the consideration phase of IB-DP. This partnership will combine resources to serve students from each district under the West Shore IB-DP High School (WSHS). The Westlake superintendent shall be designated as the WSHS superintendent. The Westlake Board of Education shall be designated the overseeing Board of Education. The Westlake Chief Financial Officer shall be designated as the WSHS treasurer. This four-district, cross county consortium's goal is to provide a high quality educational experience rigorous college preparatory experience and to provide students with an internationally recognized and well-rounded education in preparation for college and career readiness. The participating districts agree to the organizational and financial support required for feasibility study that begins in the spring of 2012.

Participating districts support for the International Baccalaureate (IB) feasibility study will be proportionally determined to specifically support either through in-kind or matching funds for the following: Coordinator Costs, IB Workshops to develop units and Program of Inquiries, Substitute teachers for Training days, Diploma Programme Kit, Programme Materials, paper, copy costs, postage and mileage/travel expenses for workshops and to visit other IB sc feasibility study needs that may occur. Participating district agree to designate an IB liaison to coordinate with the West Shore IB High School IB coordinator and to serve on the feasibility planning team.

The undersigned officers of the respective participating districts, upon being authorized by resolution of their Board of Education thereof to duly adopt on or before April 30, 2012, sign in agreement of the terms of this document.

Daniel Keenan

Superintendent Name

Superintendent Signature 

Westlake

Participating District

Date 2/29/12

Date of Board Meeting for Resolution (on or prior to April 30) 4/16/12

EXHIBIT B-1
RES. #12-115

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
SHARED SERVICES/PARTNERSHIP AGREEMENT (IB-DP)

RESOLVED that this agreement made by and among the Avon Lake City School District (“Avon Lake”), Berea City School District (“Berea”), Rocky River City School District (“Rocky River”) and Westlake City School District (“Westlake”) (all districts hereinafter referred to as the participating districts) elected and acting Boards of Education.

The partnership is committed to responsibly support the feasibility study moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP) which will include entry into the consideration phase of IB-DP. This partnership will combine resources to serve students from each district under the West Shore IB-DP High School (WSHS). The Westlake Superintendent shall be designated as the WSHS superintendent. The Westlake Board of Education shall be designated the overseeing Board of Education. The Westlake Chief Financial Officer shall be designated as the WSHS Treasurer. This four-district, cross county consortium's goal is to provide a high quality educational experience rigorous college preparatory experience and to provide students with an internationally recognized and well-rounded education in preparation for college and career readiness. The participating districts agree to the organizational and financial support required for feasibility study that begins in the spring of 2012.

Participating districts’ support for the International Baccalaureate (IB) feasibility study will be proportionally determined to specifically support either through in-kind or matching funds for the following: Coordinator Costs, IB Workshops to develop units and Program of Inquiries, substitute teachers for training days, Diploma Programme Kit, Programme Materials, paper, copy costs, postage and mileage/travel expenses for workshops and to visit other IB sc feasibility study needs that may occur. Participating district agree to designate an IB liaison to coordinate with the West Shore IB High School IB Coordinator and to serve on the feasibility planning team.

The undersigned officers of the respective participating districts, upon being authorized by resolution of their Board of Education thereof to duly adopt on or before April 30, 2012, sign in agreement of the terms of this document.

Motion by _____ Ms. Winter _____

Seconded by _____ Mr. Falcone _____

Roll Call Vote:

Mr. Mays _____ AYE _____

Ms. Winter _____ AYE _____

Mr. Cross _____ AYE _____

Mr. Falcone _____ AYE _____

Mrs. Leszynski _____ AYE _____

**International Baccalaureate Diploma Programme (IB-DP)
IB-DP SHARED SERVICES/PARTNERSHIP AGREEMENT**

This agreement made by and among the Avon Lake City School District ("Avon Lake"), Berea City School District ("Berea"), Rocky River City School District ("Rocky River") and Westlake City School District ("Westlake") (all districts hereinafter referred to as the participating districts) elected and acting Boards of Education.

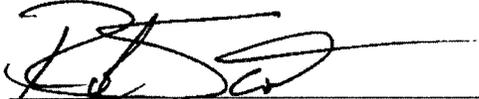
The partnership is committed to responsibly support the feasibility study moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP) which will include entry into the consideration phase of IB-DP. This partnership will combine resources to serve students from each district under the West Shore IB-DP High School (WSHS). The Westlake superintendent shall be designated as the WSHS superintendent. The Westlake Board of Education shall be designated the overseeing Board of Education. The Westlake Chief Financial Officer shall be designated as the WSHS treasurer. This four-district, cross county consortium's goal is to provide a high quality educational experience rigorous college preparatory experience and to provide students with an internationally recognized and well-rounded education in preparation for college and career readiness. The participating districts agree to the organizational and financial support required for feasibility study that begins in the spring of 2012.

Participating districts support for the International Baccalaureate (IB) feasibility study will be proportionally determined to specifically support either through in-kind or matching funds for the following: Coordinator Costs, IB Workshops to develop units and Program of Inquiries, Substitute teachers for Training days, Diploma Programme Kit, Programme Materials, paper, copy costs, postage and mileage/travel expenses for workshops and to visit other IB se feasibility study needs that may occur. Participating district agree to designate an IB liaison to coordinate with the West Shore IB High School IB coordinator and to serve on the feasibility planning team.

The undersigned officers of the respective participating districts, upon being authorized by resolution of their Board of Education thereof to duly adopt on or before April 30, 2012, sign in agreement of the terms of this document.

Robert Scott

Superintendent Name

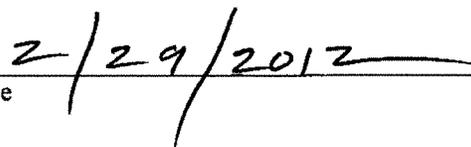


Superintendent Signature

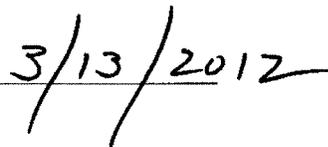
Avon Lake

Participating District

Date



Date of Board Meeting for Resolution (on or prior to April 30)



**MINUTES OF THE REGULAR MEETING
OF THE AVON LAKE BOARD OF EDUCATION
HELD March 13, 2012**

The Regular Meeting of the Avon Lake Board of Education was held on Tuesday, March 13, 2012 in the Avon Lake High School Media Center at 7:00 p.m.

President Froehlich called the meeting to order.

Roll Call: Present: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
Absent: None

Others: Autumn Streng, Kim Krock, Leslie Koelsch, Cheryl Higley, Kristina Durisek, Allison Struse, Adrienne Crawford, Nancy Klingshirn, Paul Roth, Jennifer McManamon, Betsy Krawiec and Bob Scott

Pledge of Allegiance

1. Special Presentation – Lacrosse Presentation
Mr. Brian Lamb

City of Avon Lake – Economic Development
Mr. Dan Bucci, Council-at-Large, Avon Lake

#26-12

**APPROVE MINUTES – Regular Meeting of February 14, 2012
Special Meeting of March 1, 2012**

Mr. Jantz moved, seconded by Mr. Cracas

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

#27-12

ADDENDUM APPROVAL

Mrs. Ohradzansky moved, seconded by Mr. Jantz:

1. Approve adding the addendum to the agenda.

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

#28-12

TREASURER'S REPORT – CONSENT ITEMS

Mr. Stobe moved, seconded by Mrs. Ohradzansky:

1. Regular Monthly Reports
Approve the treasurer's report, the monthly financial statement (including paying of bills) and the investments as presented by the treasurer
2. Resolution Authorizing Execution of a Master Tax-Exempt Lease/Purchase Agreement with Key Government Finance, Inc.
Approve a resolution authorizing the execution of a Master Tax-Exempt Lease/Purchase Agreement between the Avon Lake Board of Education and Key Government Finance, Inc., providing for the lease and eventual acquisition of computer hardware and software for instructional purposes

A RESOLUTION AUTHORIZING THE EXECUTION OF A MASTER TAX-EXEMPT LEASE/PURCHASE AGREEMENT BETWEEN THIS BOARD AND KEY GOVERNMENT FINANCE, INC., PROVIDING FOR THE LEASE AND EVENTUAL ACQUISITION OF COMPUTER HARDWARE AND SOFTWARE FOR INSTRUCTIONAL PURPOSES.

WHEREAS, Section 3313.37 of the Revised Code provides that the board of education of a school district may enter into a lease-purchase agreement providing for the acquisition of computer hardware and software for instructional purposes, subject to certain conditions; and

WHEREAS, this Board has determined to provide for the lease and eventual acquisition of computer hardware and software for instructional purposes pursuant to a Master Tax-Exempt Lease/Purchase Agreement (the Lease-Purchase Agreement) and an Addendum to Master Tax-Exempt Lease/Purchase Agreement (the Addendum), each dated April 13, 2006, between Key Government Finance, Inc., as lessor (Lessor), and this Board, as lessee, by entering into an additional schedule (Schedule No. 08, and, together with the Lease-Purchase Agreement and the Addendum, the Lease) pursuant to the Lease-Purchase Agreement and the Addendum; and

WHEREAS, the obligations of this Board under the Lease will be subject to annual appropriations by this Board;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Avon Lake City School District, County of Lorain, Ohio, that:

Section 1. Authorization of Schedule No. 08; Authorized Aggregate Principal Component; Interest Rate. The President or Vice President and Treasurer of this Board are hereby authorized to sign, acknowledge and deliver, in the name of and on behalf of the School District, Schedule No. 08 in substantially the form now on file with the Treasurer. The form of Schedule No. 08 is approved with such changes therein that are not materially inconsistent with this Resolution and not substantially adverse to the School District and that are permitted by law and shall be approved by the Treasurer, provided that the aggregate principal components of the rental payments due under the Lease shall not exceed \$205,000, the interest component of those rental payments shall accrue at an annual rate not in excess of 5.00%, and the final renewal term of the Lease shall end not later than 36 months from the commencement date of the Lease. The approval of such changes, and that such changes are not materially inconsistent with this Resolution and not substantially adverse to the School District, shall be conclusively evidenced by the signing of Schedule No. 08 by the Treasurer.

Section 2. Approval and Execution of Related Documents. The President, Vice President and Treasurer of this Board and the Superintendent are each further authorized to sign any certifications, financing statements, documents, instruments and to take such other actions as are desirable, advisable, necessary or appropriate to consummate the transactions contemplated by this Resolution and the Lease.

Section 3. Application of Lease Proceeds. The proceeds of the Lease shall be paid into the proper fund or funds as provided in the Lease, and those proceeds are appropriated and shall be used for the purpose for which the Lease is authorized and are hereby appropriated for that purpose.

Section 4. Federal Tax Considerations. The School District covenants that it will use, and will restrict the use and investment of, the proceeds of the Lease in such manner and to such extent as may be necessary so that (a) the obligations of the School District under the Lease will not (i) constitute private activity bonds, arbitrage bonds or hedge bonds under Sections 141, 148 or 149 of the Internal Revenue Code of 1986, as amended (the Code), or (ii) be treated other than as bonds to which Section 103(a) of the Code applies, and (b) the interest thereon will not be treated as a preference item under Section 57 of the Code.

The School District further covenants (a) that it will take or cause to be taken such actions which may be required of it for the interest components of the rent (Interest) to be and remain excluded from gross income for federal income tax purposes, (b) that it will not take or authorize to be taken any actions which would adversely affect that exclusion, and (c) that it, or persons acting for it, will, among other acts of compliance, (i) apply the Lease proceeds to the governmental purpose of the Lease, (ii) restrict the yield on investment property acquired with the Lease proceeds, (iii) make timely and adequate rebate payments to the federal government if required to do so, (iv) maintain books and records and make calculations and reports, and (v) refrain from certain uses of Lease proceeds and, as applicable, of property financed with such proceeds, all in such manner and to the extent necessary to assure such exclusion of that Interest under the Code.

The aggregate of the principal components of the rent payable during all Lease Terms under the Lease (the Obligations) is hereby designated as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code. In that connection, the School District hereby represents and covenants that it, together with all its subordinate entities or entities that issue or have issued obligations on its behalf, or on behalf of which it issues obligations, in or during the calendar year in which the School District delivers the Lease, (i) have not issued and will not issue tax-exempt obligations designated as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code, including the Obligations, in an aggregate amount in excess of \$10,000,000, and (ii) have not issued, do not reasonably anticipate issuing, and will not issue, tax-exempt obligations (including the Obligations, but excluding obligations, other than qualified 501(c)(3) bonds as defined in Section 145 of the Code (to the extent that the amount of the refunding obligations does not exceed the outstanding amount of the obligations that they refund) and private activity bonds that are not qualified 501(c)(3) bonds as defined in Section 145(c) of the Code), that are private activity bonds as defined in Section 141 of the Code and excluding refunding obligations that are not advance refunding obligations as defined in Section 149(d)(5) of the Code) in an aggregate amount exceeding \$10,000,000, unless the School District first obtains a written opinion of bond counsel approving the Obligations that such designation or issuance, as applicable, will not adversely affect the status of the Obligations as "qualified tax-exempt obligations". Further, the School District represents and covenants that, during any time or in any manner as might affect the status of the Obligations as "qualified tax-exempt

obligations", it has not formed or participated in the formation of, or benefited from or availed itself of, any entity in order to avoid the purposes of subparagraph (C) or (D) of Section 265(b)(3) of the Code, and will not form, participate in the formation of, or benefit from or avail itself of, any such entity. The School District further represents that the Obligations are not being issued as part of a direct or indirect composite issue that combines issues or lots of tax-exempt obligations of different issuers.

The Treasurer, as the fiscal officer, or the Superintendent or the President or Vice President of this Board, is hereby authorized (a) to make or effect any election, selection, designation, choice, consent, approval, or waiver on behalf of the School District with respect to the Lease as the School District is permitted or required to make or give under the federal income tax laws, including, without limitation thereto, any of the elections provided for in Section 148(f)(4)(C) of the Code or available under Section 148 of the Code, for the purpose of assuring, enhancing or protecting favorable tax treatment or status of the Lease or Interest or assisting compliance with requirements for that purpose, reducing the burden or expense of such compliance, reducing the rebate amount or payments of penalties, or making payments of special amounts in lieu of making computations to determine, or paying, excess earnings as rebate, or obviating those amounts or payments, as determined by that officer, which action shall be in writing and signed by the officer, (b) to take any and all other actions, make or obtain calculations, make payments, and make or give reports, covenants and certifications of and on behalf of the School District, as may be appropriate to assure the exclusion of Interest from gross income and the intended tax status of the Lease, and (c) to give one or more appropriate certificates of the School District, for inclusion in the transcript of proceedings for the Lease, setting forth the reasonable expectations of the School District regarding the amount and use of all the proceeds of the Lease, the facts, circumstances and estimates on which they are based, and other facts and circumstances relevant to the tax treatment of the Interest and the tax status of the Lease.

Section 5. Appropriation of Funds. The amount payable by the School District under Schedule No. 08 during Fiscal Year 2012 is hereby appropriated from the General Fund, and the expenditure of the amount so appropriated for that payment is hereby approved.

Section 6. Prior Acts Ratified and Confirmed. Any actions previously taken by School District officials or agents of this Board in furtherance of the matters set forth in this Resolution are hereby approved, ratified and confirmed.

Section 7. Compliance with Open Meeting Requirements. This Board finds and determines that all formal actions of this Board and of any of its committees concerning and relating to the adoption of this Resolution were taken, and that all deliberations of this Board and of any of its committees that resulted in those formal actions were held, in meetings open to the public in compliance with the law.

Section 8. Captions and Headings. The captions and headings in this Resolution are solely for convenience of reference and in no way define, limit or describe the scope or intent of any Sections, subsections, paragraphs, subparagraphs or clauses hereof. Reference to a Section means a section of this Resolution unless otherwise indicated.

Section 9. Effective Date. This Resolution shall be in full force and effect from and immediately upon its adoption.

3. Approve Contract with SIGECOM, LLC dba WideOpenWest
Approve a contract with SIGECOM, LLC dba WideOpenWest for telco and metronet services from July 1, 2012 to June 30, 2015

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

#29-12

SUPERINTENDENT'S REPORT – CONSENT ITEMS

Mr. Stobe moved, seconded by Mrs. Ohradzansky:

1. Friend of the Schools
Approve the following donation to Avon Lake City Schools. A *Friend of the Schools* Certificate will be sent as a token of our appreciation.

Matthew and Dawn Corrigan

Donation of two 16GB iPads to a Special Education classroom at Troy Intermediate School

Brian Mullen

Donation of *My Super Juggs* softball machine and a spare tire to the Avon Lake High School Softball Program

2. Employment
(Contingent upon a satisfactory criminal records check and applicable certification requirements as specified by law.)

Employ the following personnel for the 2011-2012 school year:

Support Staff Substitute
Annette McFarlin

Supplemental Contract
Jessica Carey - MS Athletic Contest Supervisor (Spring) (1) (488.00)

Certified Staff Substitute
Linda Broadhurst, effective 09/01/12

Employ the following personnel for the 2012-2013 school year:

Administrative Contract Recommendations

Jim Beatty	L/1/13	Kelli Cogan	L/3/15
Carl Bosworth	L/1/13	Paul Holland	L/3/15
Brad Cocco	L/3/15	Mike Matthews	L/3/15
Joanie Walker	L/3/15		

Approve the following volunteer:
Jim Albrecht - MS Track & Field

3. Changes in Contracts
Cheryl Liptak FROM 2 hours per day / 5 days per week Custodial Aide at Westview, Level 1 (12.77) TO 2 hours per day / 5 days per week Custodial Aide at Westview, Level 1 (12.77) and 3 hours per day / 5 days per week Assistant Cook at Westview, Level 1 (12.05), effective 02/29/12

4. Resignations
Approve the following resignations:

Support Staff
Joshua Miranda, Custodian at Learwood, effective 04/09/12

Support Staff Substitute
Noreen Cicerrella
Kathleen Durisek

5. Additional Compensation
Approve Bridget Elias to receive additional compensation for assistance and supervision, on an as needed basis, to the TV Production program at Avon Lake High School during the 2011-2012 school year (1500.00)

6. Volunteers
Approve the following volunteers:

Bob Beck	-	Baseball
Chris Nealon	-	Baseball
Joe Prendergast	-	Baseball

7. Approve Service Agreement for Project SEARCH
Approve a Service Agreement for Project SEARCH with the Educational Service Center (ESCLC) for the 2012-2013 school year effective July 1, 2012 through June 30, 2013

8. Approve International Baccalaureate Diplomacy Programme Shared Services/Partnership Agreement
Approve an agreement with the Berea City School District, Rocky River City School District and Westlake City School District to support a feasibility study to begin in spring 2012 moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP) to be called the West Shore IB-DP High School (WSHS)

9. Schedule Retire/Rehire Hearing
Schedule a public hearing on May 8, 2012 from 6:00-6:30 p.m. in the Avon Lake High School Media Center regarding the retire/rehire of employees of Avon Lake City School District
10. Graduation Recommendation
Approve Avon Lake High School seniors to graduate on June 2, 2012, contingent upon satisfactory completion of all graduation requirements
13. Waiver Request with the Ohio Department of Education
Approve a waiver request with the Ohio Department of Education to move one LEAPS student on an IEP to a classroom with nine students on an IEP thus exceeding the maximum group size of eight preschool children with disabilities

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

#30-12

DISCUSSION/ACTION ITEMS

Mr. Jantz moved, seconded by Mr. Cracas:

1. Second Reading and Adoption of the School Year Calendars for the 2012-2013, 2013-2014 and 2014-2015 School Years
Approve a second reading and adoption of the proposed School Year Calendars for the 2012-2013, 2013-2014 and 2014-2015 school years

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky
No: Mr. Stobe, Mr. Froehlich
Abstain: None
Motion carried.

#31-12

DISCUSSION/ACTION ITEMS

Mr. Stobe moved, seconded by Mr. Cracas:

1. Delete Avon Lake Board of Education Policy
Approve the deletion of the following policy of the Avon Lake Board of Education Policy Manual:

File JFCK -Use of Electronic Communications Equipment by Students
2. Revise Date of April Regular Board of Education Meeting
Revise the date of the April Regular Board of Education Meeting to April 3, 2012 due to Spring Break

The Board set March 28, 2012 at 6:00 p.m. as a Work Session.

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

#32-12

DISCUSSION ONLY

1. Transportation of Redistricted Grandfathered Students
Review the continued transportation of grandfathered students who were redistricted beginning with the 2011-2012 school year
2. Pay to Participate
Discuss Pay to Participate for Avon Lake City Schools

#33-12

EXECUTIVE SESSION - Employment of Personnel

Mr. Cracas moved, seconded by Mr. Stobe:

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

The Board entered Executive Session at 9:25 pm

The Board came out of Executive Session at 10:10 pm

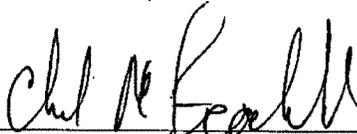
#34-12

ADJOURN

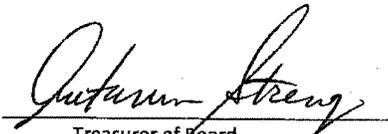
Mr. Cracas moved, seconded by Mr. Jantz:

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzansky, Mr. Stobe, Mr. Froehlich
No: None
Abstain: None
Motion carried.

ADJOURN @ 10:11 pm



President of Board



Treasurer of Board

**International Baccalaureate Diploma Programme (IB-DP)
IB-DP SHARED SERVICES/PARTNERSHIP AGREEMENT**

This agreement made by and among the Avon Lake City School District ("Avon Lake"), Berea City School District ("Berea"), Rocky River City School District ("Rocky River") and Westlake City School District ("Westlake") (all districts hereinafter referred to as the participating districts) elected and acting Boards of Education.

The partnership is committed to responsibly support the feasibility study moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP) which will include entry into the consideration phase of IB-DP. This partnership will combine resources to serve students from each district under the West Shore IB-DP High School (WSHS). The Westlake superintendent shall be designated as the WSHS superintendent. The Westlake Board of Education shall be designated the overseeing Board of Education. The Westlake Chief Financial Officer shall be designated as the WSHS treasurer. This four-district, cross county consortium's goal is to provide a high quality educational experience rigorous college preparatory experience and to provide students with an internationally recognized and well-rounded education in preparation for college and career readiness. The participating districts agree to the organizational and financial support required for feasibility study that begins in the spring of 2012.

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The undersigned officers of the respective participating districts, upon being authorized by resolution of their Board of Education thereof to duly adopt on or before April 30, 2012, sign in agreement of the terms of this document.

Michael Sheppard

Superintendent Name

Berea

Participating District


Superintendent Signature

2-29-12
Date

Date of Board Meeting for Resolution (on or prior to April 30) April 16, 2012



BEREA CITY SCHOOLS
Board of Education - Regular Meeting
Monday, April 16, 2012, 7:00 p.m.

Administration Building - Staff Room 1
390 Fair Street
Berea OH 44017

AGENDA

23. International Baccalaureate Diploma Programme (IB-DP)

It is recommended that the Board of Education enter into shared services/Partnership Agreement with the Avon Lake City School District, Rocky River City School District, and the Westlake City School District to support the feasibility study moving towards the implementation of the International Baccalaureate Diplomacy Programme (IB-DP).



Nordson Corporation Foundation
28601 Clemens Road
Westlake, OH 44145, USA

+1.440.892.1580 Phone
+1.440.414.5751 Fax
www.nordson.com

May 14, 2012

Ms Carol A. Froehlich
IB Coordinator
Westlake City Schools
27200 Hilliard Blvd.
Westlake, OH 44145

Dear Ms Froehlich:

It is with great pleasure that we enclose a check to your organization in the amount of **\$16,000.00**. These funds are to support your project: **Establishment of a Westshore International Baccalaureate Diploma Programme (IB-DP) High School**.

We are most enthusiastic and supportive of the work you are doing in the community and hope that this grant will encourage others to support your efforts as well. The grant is made based on the premise that there has been no change in your I.R.S. tax classification as an organization described in Internal Revenue Service Code sections 501(c)(3)

We extend our best wishes to you for continued success and look forward to receiving your Grant Progress Report by **February 15, 2013**. *Please note that we must receive this paperwork before you can apply for further grants from the Foundation.*

If you have any questions about your award or about the progress report, please do not hesitate to call me at (440) 414-5172.

Sincerely,

Cecilia H. Render
Executive Director
Nordson Corporation Foundation

RECEIVED
MAY 22 2012
Pupil Services Dept.

SD4



VENDOR INFORMATION FORM

All parts of the form must be completed by the vendor. Incomplete forms will be returned. The information must be legible. Ensure this is the latest version of the form at www.ohiosharedservices.ohio.gov.

SECTION 1 – PLEASE SPECIFY TYPE OF ACTION											
<input checked="" type="checkbox"/> NEW (W-9 OR W-8ECI FORM ATTACHED) <input type="checkbox"/> CHANGE OF CONTACT PERSON/INFORMATON											
<input type="checkbox"/> ADDITIONAL ADDRESS – (A COPY OF AN INVOICE OR A LETTER INCLUDING THE ADDRESS IS REQUIRED)											
<input type="checkbox"/> CHANGE OF ADDRESS – (PLEASE PROVIDE OLD ADDRESS BELOW OR ATTACH LETTER)											
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">ADDRESS TO BE REPLACED:</div>											
<input type="checkbox"/> CHANGE OF TIN (W-9 & LETTER OF CLARIFICATION OF CHANGE, WHICH INCLUDES NEW & OLD TIN IS REQUIRED)											
<input type="checkbox"/> CHANGE OF NAME (W-9 & LETTER OF CLARIFICATION OF CHANGE, MUST INCLUDES NEW & OLD NAME IS REQUIRED)											
<input type="checkbox"/> CHANGE OF PAY TERMS <input type="checkbox"/> CHANGE OF PO DISPATCH METHOD <input type="checkbox"/> OTHER _____											
SECTION 2 – PLEASE PROVIDE VENDOR INFORMATION											
LEGAL BUSINESS OR INDIVIDUAL NAME: (MUST MATCH W-9 OR W-8ECI FORM)											
Westlake City School District											
BUSINESS NAME, TRADE NAME, DOING BUSINESS AS: (IF DIFFERENT THAN ABOVE)											
FEDERAL EMPLOYER ID (EIN) OR SOCIAL SECURITY NUMBER (SSN):											
<table border="1" style="margin: 0 auto;"> <tr> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> </tr> </table>			3	4	6	0	0	3	0	5	6
3	4	6	0	0	3	0	5	6			
SECTION 3 – PLEASE PROVIDE COMPLETE ADDRESS											
ADDRESS:		COUNTY:									
27200 Hilliard Blvd.		Cuyahoga									
CITY:	STATE:	ZIP CODE:									
Westlake	OH	44145									
SECTION 4 – ADDITIONAL ADDRESS (IF MORE THAN 2 ADDRESSES, PLEASE INCLUDE A SEPARATE SHEET)											
ADDRESS:		COUNTY:									
CITY:	STATE:	ZIP CODE:									

SECTION 5 – CONTACT INFORMATION & PERSON TO RECEIVE PURCHASE ORDER

NAME: MARK Pepera, CFO

WEBSITE:

PHONE: 440 835-6301 FAX: 440 899-6644 EMAIL: Pepera@wlake.org

PREFERRED METHOD OF BEING CONTACTED: (CHECK ONE) PHONE EMAIL

SECTION 6 – INDIVIDUAL TO RECEIVE EMAIL NOTICE OF BID EVENTS - A USER ID & PASSWORD WILL BE SENT TO THE EMAIL ADDRESS BELOW

NAME: MARK Pepera

EMAIL: Pepera@wlake.org PHONE: 440-835-6301

TO ADD AN ADDITIONAL OR REPLACE A STRATEGIC SOURCING CONTACT PERSON

ADDITIONAL CONTACT PERSON REPLACE CONTACT PERSON (WILL BE MARKED INACTIVE)

NAME:

EMAIL:

PHONE:

SECTION 7 – PAYMENT TERMS (PLEASE CHECK ONE – IF NONE IS SELECTED THEN NET 30 WILL APPLY)

2/10 NET 30 NET 30 NET 45 NET 60 NET 90

SECTION 8 – PURCHASE ORDER DISTRIBUTION – OTHER THAN USPS MAIL

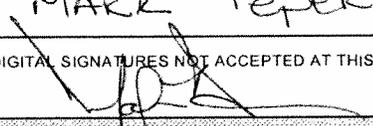
EMAIL OR FAX: EMAIL

SECTION 9 – PLEASE SIGN & DATE

PRINT NAME:

MARK Pepera

SIGNATURE: (DIGITAL SIGNATURES NOT ACCEPTED AT THIS TIME)



DATE: 9/4/12

SECTION 10 – STATE OF OHIO AGENCY CONTACT PERSON (AGENCY RECEIVING PAYMENTS FROM)

AGENCY CONTACT NAME/EMAIL/PHONE:

*

COMMENTS:

* Applying for Innovation Grant Funds

Note: This document contains sensitive information. Sending via non-secure channels, including e-mail and fax can be a potential security risk.

SUBMIT FORM TO:

Mail: Ohio Shared Services
Attn: Vendor Maintenance
P.O. Box 182880 Cols., OH 43218-2880
Email: vendor@ohio.gov
Fax: 1 (614) 485-1052

QUESTIONS? PLEASE CONTACT:

Phone: 1 (877) OHIO - SS1 (1-877-644-6771)
1 (614) 338-4781
Website: www.ohiosharedservices.ohio.gov/
Email: vendor@ohio.gov

**Request for Taxpayer
 Identification Number and Certification**

Give Form to the
 requester. Do not
 send to the IRS.

Name (as shown on your income tax return)
Westlake City School District

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification:
 Individual/sole proprietor C Corporation S Corporation Partnership Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶

Other (see instructions) ▶ **Public School District**

Address (number, street, and apt. or suite no.)
27200 Hilliard Blvd.

City, state, and ZIP code
Westlake, OH 44145

List account number(s) here (optional)

Requester's name and address (optional)

Print or type
 See Specific Instructions on page 2.

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number

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Employer identification number

3	4	-	6	0	0	3	0	5	6
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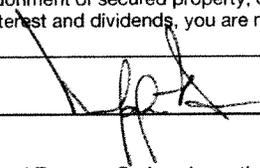
Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here Signature of U.S. person ▶  Date ▶ **9/4/12**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

SD5.3

International Baccalaureate High School
Feasibility Study: A Collaboration of Political
Subdivisions

Attachments
September 4, 2012

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Mission and strategy

The IB is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.



We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Strategy

The IB has seen tremendous planned growth in the past five years, delivering successful performance through a strong focus on quality, access and infrastructure.

The new strategy builds upon our successes and ensures that the IB has a clear direction for the next five years. At its heart lies our ambition to establish the IB as a global leader in international education.

To achieve this, the IB Board of Governors has endorsed the vision together with a set of strategic goals and strategic objectives.

Strategy

To more consciously establish the IB as a leader in international education as we continue to work toward our mission is the vision of our new **strategy.**

Working collaboratively with schools and educators, we will develop distinctive, high quality programmes of international education to improve the teaching and learning of a diverse and inclusive community of students and to influence thinking about international education globally.

"For many years the IB has played an important role in changing the lives of students through a strong academic curriculum. IB programmes engage students in an international education that provokes a greater acceptance and understanding of the world around them. I am delighted to see such a forward-looking organization setting its future strategy in a way that will enable more students to benefit from an IB education ."

Carol Bellamy, Chair of the IB Board of Governors.

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Who we are	Three Programmes	Educators	
Access and Advancement	Primary Years Programme	Examiners and moderators	
Facts and figures		Graduates and alumni	

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The IB Diploma Programme

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate® (IB) Diploma Programme students come to know and understand.

Find out more

To take the first steps in becoming an IB World School authorized to offer the Diploma Programme, please read the information on the **Become an IB World School** page.

IB promotional publications are available, both to view online and to download. Visit the **promotional publications** page for more.

What is the Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

The curriculum

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Read more on the Diploma Programme curriculum

External examinations for candidates for the IB diploma are given twice a year, in May and in November.

Examination schedules

The IB diploma is a passport to higher education. Find out about **university recognition** and the Diploma Programme.

The International Baccalaureate® (IB) has made a commitment to the growing field of **special educational needs (SEN)**

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Read more on the Diploma Programme assessment process

Quality assurance and professional development

Any school wishing to offer the Diploma Programme and attain IB World School status must first go through the authorization process. The requirements for authorization are the same for all schools, even though the process is administered slightly differently in each IB region. The process is designed to ensure schools are well prepared to implement the programme successfully.

This is a challenging programme that demands the best from both motivated students and teachers. Schools can access an extensive package of IB professional development for teachers and administrators and commit to ongoing professional development.

Schools are required to participate in an ongoing process of review and development, using standards and practices that apply to all IB World Schools.

Help your professional development. Share our commitment to international education.

Become an IB examiner

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<http://t.co/8Z85e8Xy>

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<p>IB World Schools →</p> <ul style="list-style-type: none"> Become an IB World School Fees and services Guidance and regulation 	<p>Contact us →</p> <ul style="list-style-type: none"> Where we work Country information Office addresses 		

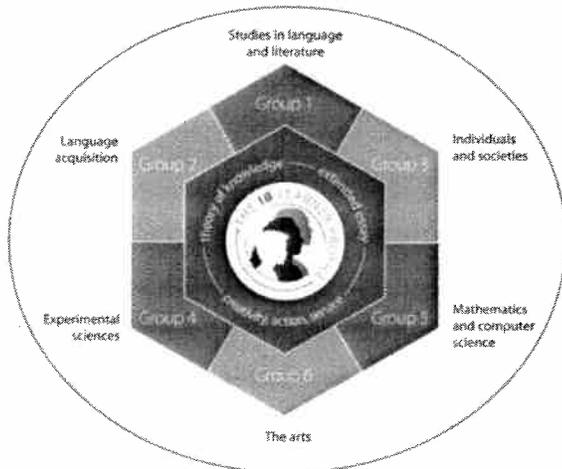
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Diploma Programme curriculum

Programme model

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

Subjects, other than languages, may be taught and examined in:

- English
- French
- Spanish
- There are pilot projects taking place in German and Chinese.

Find out more

Promotional publications

IB promotional publications are available, both to view online and to download. Visit the **promotional publications** page for more.

Examination papers and markschemes

Visit the **IB store** to buy downloadable copies of past IB Diploma Programme examination papers and markschemes.

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The Westlake City Schools

Continuous Improvement Plan

2010-2013

REVISED DRAFT AUGUST 2011

PER JUNE 2011 CIP AUDIT



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Beliefs, Vision, Mission

The inspiring ideas for this Continuous Improvement Plan (CIP) come from the district's Beliefs, Vision, and Mission.

Beliefs are the principles and concepts that govern the district's decisions and actions. They influence the district's picture of the future (vision) and the reason the district exists (mission). The beliefs, vision, and mission of the Westlake City School District follow.

Beliefs

The Westlake City Schools believe that students come first, that the dignity and worth of each individual is to be respected, and that learning is a lifelong process.

We further believe that:

Successful students are ready to learn, display appropriate behavioral and social skills, assume responsibility, and work to reach their full potential. They are enthusiastic about learning, possess strong academic skills, and strive for excellence.

Supportive families are proactive and involved in all aspects of their children's education, assist their children with schoolwork, encourage their children to make positive choices and to be responsible for their actions, offer guidance and motivation so their children reach their full potential, and work in partnership with schools.

Excellent teachers care for their students, are knowledgeable regarding subject matter and effective instructional strategies, and engage students in meaningful learning experiences.

Excellent administrators are knowledgeable and provide meaningful instructional and managerial leadership. They create a safe, orderly, professional, and supportive environment, empower all staff by providing opportunities for professional development, and communicate effectively with all constituents.

Excellent support staff members are capable and enthusiastic in their positions, caring and compassionate, thorough in their work, and support the educational experience and the overall smooth functioning of the school district.

Ideal learning environments are child-centered, inclusive, stimulating and positive, free from distractions, appropriate in class size, and include ample and varied resources. Students and staff feel safe physically and emotionally, and devote themselves to academic and personal achievement.

Supportive community members, organizations, and businesses celebrate their schools' and students' accomplishments, contribute to the educational process, share resources, and engage in dialogue.

Excellent schools are a product of the contributions of constituents. All constituents are needed for an excellent learning community that is characterized by shared mission, vision, and values, collective inquiry, collaborative teams, best practices, continuous improvement and results orientation.



Vision

The Westlake City School District will provide a dynamic, student-centered, 21st century learning environment. Our district will be characterized by: high achievement; actively engaged and globally competitive learners; mutual respect; shared knowledge; pursuit of new skills and capabilities; collaborative learning; willingness to take action; a team commitment to data-driven continuous improvement; and tangible results.

Mission

WE EDUCATE FOR EXCELLENCE . . .

Empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.

Excellence is defined in Westlake by:

1. Exceptional Achievement at Local, State, National and International Levels; *Our students achieve at the highest levels; we use rigorous local, state, national and international measures to assess and ensure student preparedness.*
2. Exceptional Progress by All Students; *We address the needs of all learners and ensure our students' progress exceeds a year's expected growth.*
3. Internationally Competitive, Capable, Engaged and Experienced Students; *Our curriculum and educational experiences prepare our students to be globally competitive citizens with expanded language skills and a broader knowledge and awareness of cultures.*
4. Relevant Service Learning and Experiential Learning for All Students; *Our students' education includes a solid core curriculum and relevant out of class experiences to prepare them for their future and to contribute to society.*
5. Seamless Integration of Technology to Maximize Learning; *Our students confidently and effectively utilize technology to support their learning and enhance their lives.*
6. An All-Inclusive Environment; and *We engage all students to learn in an environment that is safe and respectful in order to foster full involvement.*
7. Learning Environments that Promote Wellness and Environmental Responsibility. *Our learning environments emphasize and support wellness as well as environmental responsibility.*



2010-2013 Excellence Measures and Performance Indicators

Performance Indicators – Excellence measures are supported by actions that can be observed and measured. Effective indicators, accompanied by consistent data collection and analysis, help to focus on results and monitor progress. Performance indicators ensure we stay on course by describing in specific, measurable terms, how the district will know it is achieving its goals.

- 1. Exceptional Achievement on Local, State, National and International Levels;**
 - 1.1 Earn the highest Ohio Local Report Card rating
 - 1.2 Identify additional state, national, and international performance measures of excellence for curricular, co-curricular/visual and performing arts and set goals to meet the identified standards
 - 1.3 Implement the International Baccalaureate (IB) Primary Years Programme (PYP) within 3 years
 - 1.4 Implement staff development to ensure use of state, national, and international best practices and effective school structures to enhance existing best practices
 - 1.5 Monitor to ensure standard best practices are used consistently and effectively
- 2. Exceptional Progress by All Students;**
 - 2.1 Ensure progress on state testing results in the district exceeding a year's expected growth as measured by the state value-added metric
 - 2.2 Implement staff development to ensure effective implementation of above best practice standards
 - 2.3 Build a foundation for common, short-cycle assessments in areas not measured by the state
 - 2.4 Monitor to ensure standard best practices are used consistently and effectively
- 3. Internationally Competitive, Capable, Engaged and Experienced Students;**
 - 3.1 Continue to develop a curriculum and assessment model that exceeds Ohio's standards by using national and international standards as a framework with an emphasis on global awareness, including instruction in a second language at the primary level
 - 3.2 Promote a district culture that fosters, encourages, and expands opportunities for world experience and travel for students
- 4. Relevant Service Learning and Experiential Learning for All Students;**
 - 4.1 Establish a Service Learning Continuum that includes a Service Learning Graduation Requirement
 - 4.2 Create a systemic framework where innovative classroom experiences complement traditional learning for students at all levels (i.e., project-based, STEM-like learning and internships)
 - 4.3 Utilize engaged partnerships with community agencies, businesses, higher education institutions and alumni to engage students in relevant service and experiential learning at all levels
 - 4.4 Incorporate interpersonal/soft skills throughout the PK-12 curriculum
- 5. Seamless Integration of Technology to Maximize Learning;**
 - 5.1 Provide technology-rich learning experiences for all students
 - 5.2 Focused staff development program on integration of technology to enhance student achievement
- 6. An All-Inclusive Environment; and**
 - 6.1 Build on a school environment that is welcoming and emotionally safe from bullying, harassment, prejudice and alienation
 - 6.2 Monitor and ensure that all activities are inclusive
 - 6.3 Implement a system to seek out/monitor challenges to an inclusionary environment and address barriers promptly
- 7. Learning Environments that Promote Wellness and Environmental Responsibility.**
 - 7.1 Emphasize health and wellness through a variety of traditional and nontraditional learning experiences
 - 7.2 Increase our environmental responsibility and promote staff and student awareness of sustainability



Action Plan

Action Plan - This plan serves as a guide for the district to achieve the performance indicators associated with the characteristics of excellence. Action planning involved designing the necessary tasks (what will be done), assigning responsibility for each task (who will do it), determining costs and allocating resources (how we will support it), and establishing start and completion dates (when it will be done). The action plans will be audited semi-annually and the tasks are subject to review and modification in order to ensure they support the performance indicator, and ultimately Westlake's defined measures of excellence. Tasks are coded according to the following sequence: Excellence measure number, performance indicator sub-number, and task letter.

Under resources the word "meeting times" refers to any combination of meetings such as opening staff meetings, administrative meetings, tech meetings, athletic meetings, release time, grade-level meetings, professional development days, department meetings, meeting during collaborative time, outside of school work (paid and voluntary), etc. If a specific type of meeting is what will be used, the specific meeting group will be designated.

1. Exceptional Achievement on Local, State, National and International Levels

1.1 Ensure the highest state and local report card rating

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Develop a plan to train staff and utilize a data management system	Academic Svcs., Technology Coord.	Title II-A, Admin retreat, meeting times	Fall 2010
b.	Review data from Spring testing including cohort data to understand incoming students	Bldg. principals, teachers	Meeting times	Annually
c.	Identify any needs specific to students, AYP sub-groups and/or cohorts	Bldg. teams	Meeting times	Annually
d.	Develop a plan for addressing identified needs	Bldg. teams	Meeting times	Annually
e.	Review data from three previous years in tested areas at their grade/course level	Grade level teachers	Meeting times	Annually

1.2 Identify additional state, national, and international assessments for curricular, co-curricular/visual and performing arts and set goals to meet the identified standards

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Research state, national, and international assessments in core academic areas (e.g. TIMSS, PISA, etc.) as well as visual and performing arts	Grade-level leaders, department chairs, bldg. principals, Academic Svcs.	Meeting times	2010-2011
b.	Select new measures to be used, develop initial goals and take practice assessments to establish a baseline	Grade-level leaders, department chairs, bldg. principals & Academic Svcs.	Meeting times	June 2011 2011-2012
c.	Review assessment performance and establish new goals based on performance data	Grade-level leaders, department chairs, bldg. principals, Academic Svcs.	Meeting times	By Fall 2012



1.3 Implement the International Baccalaureate (IB) Primary Years Programme (PYP) within 3 years

	TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Educate K-4 staff and parents on the IB PYP and how it aligns with district goals	Elementary principals, teachers	Meeting times, IVDL, visits	Begin Fall 2010–all year
b.	Arrange to conduct an IB Feasibility Study for the PYP	Academic Svcs.	Grant/partner non-general fund \$	1 st Sem. 10-11
c.	Develop a team to study how others have implemented 2 nd language at the primary and how the languages would feed into a larger primary-12 th grade program	Elementary principals and teachers; World Language teachers, and Academic Svcs.	Professional days / release time/ outside of school committee work	1 st Sem. 10-11
d.	Study similar districts in Ohio to learn about ways this can be implemented in Westlake. Collaborate with other schools' staffs	Teachers, support staff, elementary principals	Professional days, IVDL, meeting times	May 2011
e.	Develop a plan for how we implement a 2 nd language at the primary level and develop a primary-12 curriculum—choose language(s), define resources to be allocated/reallocated, define how schedules and school structures will be changed	2 nd Language Review Team	Professional days / release time/ outside of school committee work	June 2011
f.	Make adjustments and introduce language(s) at the elementary level per the plan	Elementary principals & teachers; World Language teachers, & Academic Svcs.	Addition via attrition, potential adjustments in personnel	Aug 2012
g.	Develop a plan for our elementary buildings to become IB schools and enter into process by following IB guidelines	Elementary principals	Opening staff meetings; bldg. meetings, grade-level meetings, collab. time	2010-2013

1.4 Implement staff development to ensure use of state, national, and international best practices and effective school structures to enhance existing best practices

a.	Involve building staff to develop a staff development plan based on 1) Best Practices 2) Building Goals 3) This Continuous Improvement Plan	Building Principals	Outside of school committee work	Fall 2010 & Annually
b.	Develop a PK-12 staff development plan that incorporates committee recommendations	Staff development committees, Academic Svcs.	Admin mtgs. outside of school committee work; staff devel. days, collab. time	Annually in spring
c.	Seek teacher and support staff input to evaluate schedules & other school structures when assessing progress toward goals and incorporate the committee recommendations	Building principals	Meeting times	1 st sem. 2010 Continuing



1.5 Monitor to ensure standard best practices are used consistently and effectively

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Maximize use of Public School Works to ensure all staff has relevant training and develop a system to track trainings.	Human Resources	HR budget	Summer 2011 Annually
b.	Establish a process for staff to provide feedback in order to ensure effective instructional practice	Human Resources	Technology, bldg. mtgs., grade-level mtgs., collab. time	Aug 2011
c.	Establish a process to monitor and provide feedback to staff in order to support and ensure effective instructional practice	Building principals, staff development committees, Human Resources	Technology, bldg. mtgs., grade-level mtgs., collab. time	Aug 2011
d.	Assess how practice is impacting students and adjust based on data	Academic Svcs., principals, and teachers	Admin mtgs.	Continuing

2. Exceptional Progress by All Students

2.1 Ensure progress on state testing results in the district exceeding a year's expected growth as measured by the state value-added metric

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Review Value-Added data in 4-8 and determine instructional implications	Teachers, building principals, Academic Svcs.	Meeting times	Annually
b.	Use student performance data (i.e. AIMSweb benchmark result, common assessments, other formative assessment, and pre-assessments, etc.) to adjust instruction in K-8 reading and math	Teachers, data teams	Title II-A	Continuous
c.	Develop an intervention inventory and create menus of interventions for staff at all tiers	Teachers, psychologists, building principals	Meeting times	August 2011
d.	Use data from AIMSweb to assess effectiveness of interventions/ extensions	Teachers	Grade-level mtgs., collab. time	Continuous
e.	Identify, evaluate, and adjust schedules and remove other operational barriers to facilitate acceleration and intervention goals	Building principals, BA Cs		August 2012

2.2 Implement staff development to ensure effective implementation of best practice

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	List appropriate interventions/extensions and plan for staff training	Academic Svcs. and Pupil Svcs.		1 st Sem 2011
b.	Implement a staff development program on interventions/extensions, formative assessment training and differentiated instruction.	Academic Svcs. and Pupil Svcs.	Title II-A	2011-2012
c.	Recruit staff in each building and create a Gifted Intervention Specialist endorsement cohort	Gifted Coordinator	Partnership with higher ed.	Aug 2012
d.	Recruit staff in each building and create a TESOL endorsement cohort	Pupil Svcs.	Partnership with higher ed.	Aug 2012



2.3 Build a foundation for common, short-cycle assessments in areas not measured by the state

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Develop and review end of course assessments and competencies for all 9-12 courses	Teachers of courses	Meeting times	Annually
b.	Develop end of course assessments and competencies for all 7-8 courses	Teachers of courses	Meeting times	May 2013
c.	Lay out a plan for developing end of course assessments and competencies for all K-8 courses and for short-cycle assessments in all courses	Bldg. principals, dept. heads, Academic Svcs.	Meeting times	May 2013

2.4 Monitor to ensure standard best practices are used consistently and effectively

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Track staff development to ensure all staff has relevant training using Public School Works or another type of database system.	Human Resources	HR	Summer 2011
b.	Establish a process for staff to provide feedback in order to ensure effective instructional practice	Human Resources	HR	Aug 2011
c.	Establish a process to monitor and provide feedback to staff in order to support and ensure effective instructional practice	Bldg. principals, staff development committees, Human Resources		Aug 2011
d.	Assess how practice is impacting students, and adjust based on data	Academic Svcs., principals, and teachers		Continuing

3. Internationally Competitive, Capable, Engaged and Experienced Students

3.1 Continue to develop a curriculum and assessment model that exceeds Ohio's standards by using national and international standards as a framework with an emphasis on global awareness including instruction in a second language at the primary level

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Thoroughly examine the new state standards with all teaching staff	Building principals, Academic Svcs.	Meeting times	Dec 2011
b.	Develop an implementation plan to incorporate the new state standards into curriculum	Academic Svcs.	Meeting times	June 2012
c.	Implementation of IB Primary Years Programme and primary 2 nd language goals	Elementary principals	Meeting times	Aug 2013 Aug 2012
d.	Develop a plan for all grade-levels to include cross-cultural/global experiences through technology, travel or exchange opportunities	Academic Svcs., Technology Coordinator	Gen. fund, grants, tech budget, partnerships	June 2013
e.	Review PK-12 Social Studies curriculum and determine if curriculum/courses can incorporate contemporary global issues and/or history of other continents	Academic Svcs., HS administration, SS teachers	Meeting times	Dec 2011



3.2 Promote a district culture that fosters, encourages, and expands opportunities for world experience and travel for students

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a. Add/modify Board policy that allows students to participate in global travel	Superintendent/Board of Education		Dec 2010
b. Evaluate all district out-of-state travel experiences and consider value of adjusting some for possible international travel experiences	Building principals and class advisors, trip/club advisors, teachers	Fundraising, fees, partnerships, grants	June 2013
c. Utilize partnerships and projects such as iEARN at all grade levels to ensure Westlake students interact with other students globally	Teachers	Title II-A	2010-11 Continuous
d. Establish at least one international sister school per building for collaboration and investigation of international best practice	Building principals, teachers	Partnerships	Spring 2012

4. Relevant Service Learning and Experiential Learning for All Students

4.1 Establish a Service Learning Curriculum including a Service Learning Graduation Requirement

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a. Define Service Learning for each school and how it fits within the school. (Ensure PK-4 work together for a common format for all four schools) (i.e. integrated unit, school-wide service initiative, required project, graduation requirement, etc.)	Building teams	Meeting times	March 2011
b. Create a database to track Service Learning experiences and to help the district manage the process of working with the community and its partners	Technology Coordinator	Tech budget	June 2012
c. Develop a plan for Service Learning to be a graduation requirement for the Class of 2015	High school principal, teachers	Board policy	June 2011
d. Share student reflections via district communications	Teachers, Coordinator of Communications	Communications plan/budget	Continuous

4.2 Create a systemic frame work where innovative classroom experiences complement traditional learning for students at all levels (i.e., project-based, STEM-like learning and internships)

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a. Evaluate current innovative experiences & define standards of practice to incorporate PK-12 (ensure elementary schools utilize a common format)	Academic Svcs.	Meeting times	Dec 2011
b. Each teacher will incorporate STEM-like experiences as part of instruction	Teachers	Grant funds, gen. fund	Continuous
c. Research effective Senior Capstone projects locally, statewide, nationally and internationally	HS principal & HS staff	Meeting times	June 2011
d. Research effective internship programs locally, statewide, nationally and internationally and determine feasibility of an internship program	HS administration, teachers	Meeting times	June 2010 Annually
e. Develop a Senior Capstone program as a graduation requirement for the class of 2015	HS administration, teachers	Meeting times, grant funds, gen. fund	June 2012



4.3 Utilize engaged partnerships with community agencies, businesses, higher education institutions and alumni to engage students in relevant service and experiential learning at all levels

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Develop a Partnership Advisory Council that includes business/community, higher ed., staff and alumni to establish two-way communication about what partnership means, opportunities to partner, sharing resources, grant/fundraising opportunities	Superintendent, Communications Coordinator	Partnerships, volunteer committee work	Fall 2010 Annually
b.	Create plans for grant/fundraising and partner involvement (see groups in 4.3a) that includes internships and global experiences	Superintendent, Partnership Advisory Council	Grants, partnership resources	June 2011
c.	Create a formal recognition of business/ community partners and alumni who are actively engaged & who contribute to school projects/programs	Superintendent, Partnership Advisory Council, Communications Coordinator	Grants, partnership resources	June 2011

4.4 Incorporate interpersonal/social skills throughout the PK-12 curriculum

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Research local, statewide, national & international best practices where interpersonal/ social skills are incorporated as part of the educational experience	Superintendent, Partnership Advisory Council	Meeting times	June 2011
b.	Define behaviors that need to be incorporated into curricular program	Superintendent, Partnership Advisory Council, Guidance	Meeting times	June 2011
c.	Incorporate a 21 st century skills framework PK-12 with specific emphasis on interpersonal/ social skills	Teachers, Guidance, Superintendent, Academic Svcs.	Meeting times, grant funds, gen. fund	
d.	Adopt and implement a vertically coordinated Positive Behavioral Support (PBS) program that includes explicit instruction in interpersonal skills	Teachers, Superintendent, Director of Pupil Svcs., Guidance	Meeting times, Grant funds, Gen. fund	August 2012

5. Seamless Integration of Technology to Maximize Student Learning

5.1 Provide technology-rich learning experiences for all students

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Research local, statewide, national and international best practices where technology is an integral part of the educational experience	Technology Coordinating Committee	Monthly tech meetings	June 2011 Continuous
b.	Adopt/implement findings and recommendations into district technology plan and classrooms	Technology Coordinator, tech integration specialists, teachers	Tech mtgs., staff mtg. times, grant funds, gen. fund	Continuous

5.2 Focused staff development program on integration of technology to enhance student achievement

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Utilize staff development committees to review the district technology plan to determine baseline teacher tech competencies	Staff development committees, Technology Coordinating Committee	Voluntary meeting times	2010-2011
b.	Schedule sustained technology training as part of collaborative time	Technology Coordinating Committee	Collaborative time	2010-2011
c.	Develop a booklet of technology offerings, offer training outside of school times as part of an incentive program to acquire new technology	Technology Coordinating Committee	Tech meeting times	Summer 2011



6. Learning in an All-Inclusive Environment

6.1 Build on a school environment that is welcoming and emotionally safe from bullying, harassment, prejudice and alienation

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Gather annual baseline data from all students, parents and staff regarding bullying, prejudice & alienation, and participation in curricular, cocurricular, and extracurricular program	Building Principals	Survey through backpacks, and possibly online	Annually in Oct
b.	Assemble a diverse student focus group to discuss perceptions at each grade-band – topics should include attendance, participation in curricular, cocurricular, and extracurricular program	Guidance counselors, psychologists	Release time or a after/before school groups	Annually by the end of the 1 st semester
c.	Create a diverse district-wide inclusion council (staff, higher ed., business partners: healthcare, faith-based, chamber, Rotary, etc.) to make recommendations to be incorporated into programming, culture, and climate.	Pupil Svcs. Guidance Counselors Psychologists	Volunteer committee before/after school time	1 st semester 2010 Semi-annually
d.	Adopt and implement a vertically coordinated district-wide PBS program that specifies how each building level will align.	Building principals	Gen. fund	Aug 2012
e.	Establish Professional Development plan for PBS that is ongoing and offers choices.	Staff development committees, building principals, Pupil Svcs.	Meeting times	Aug 2012

6.2 Monitor and ensure that all activities are inclusive

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Utilize feedback from student focus groups, the Inclusion Council and survey results to target areas for improvement in curricular, cocurricular and extracurricular programs.	Bldg. principals	Athletic Dept. & admin mtgs., staff mtgs.	2 nd Sem 10-11 Annually
b.	Utilize student focus groups and the Inclusion Council to audit processes and redefine goals.	Pupil Svcs.		Semi-annually
c.	Conduct end of year student survey from all students, parents and staff.	Bldg. principals	Survey through backpacks, & possibly online, gen. Fund.	Annually end of Feb

6.3 Implement a system to seek out/monitor challenges to an inclusionary environment and address barriers promptly

TASKS What will be done		RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Utilize student, teacher, support staff and parent audit processes to help identify barriers/problems.	Pupil Svcs. Inclusion Council		Semi-annually
b.	Develop a vehicle in each building where communication can go to the principal.	Bldg. principals, Technology Coordinator	Add onto safe helpline/similar or web-based. grant funds, gen. fund	2 nd Semester 10-11
c.	Evaluate transition years 4 to 5, 6 to 7 and 8 to 9 and build on specific programs to support all students going through these transitions	Teachers, guidance counselors, Bldg. principals, Pupil Svcs.,	Meeting times	2 nd Semester 11-12



d.	Provide information and guidance to parents regarding the challenges of an inclusionary environment.	Pupil Services Inclusion Council	Meeting Time District Communications	Ongoing
e.	Seek input from parents regarding barriers and problems.	Pupil Services Inclusion Council	Meeting Time District Communications	Ongoing

7. Learning Environments That Promote Wellness and Environmental Responsibility

7.1 Emphasize health & wellness through a variety of traditional/nontraditional learning experiences

	TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Reestablish district wellness committee and include healthcare representatives	Business Manager	Meeting times	2010-2011
b.	Utilize operational improvements (evaluating & modifying food offerings) & the addition of new wellness programming as learning opportunities for students.	Business Manager Wellness Council	Meeting times	Continuous
c.	Examine ways to incorporate a health curriculum into existing elementary programming	Elementary physical education teachers	Meeting times	2010-2011 Continuous

7.2 Integrate district and building initiatives aimed at environmental responsibility with student learning experiences.

	TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we support	TIMELINE When
a.	Utilize green elements of the construction process (i.e. solar, processes, geothermal, conservation and sustainable measures, LEED practices) as learning opportunities for students in grades 5-12	Intermediate and secondary principals, teachers	Grade-level, dept. meetings, staff meetings	2010-2013
b.	Expand on environmentally responsible programs (i.e. composting, rain gardens, recycling programs, conservation/green practices) in an intentional, clearly defined manner (i.e. integrated unit, school-wide service initiative, Environmental Club, etc.)	Principals, teachers	Grant funds, gen. fund	2010-2011
c.	Review the Citizens Advisory Committee study with each building's Environmental Club and incorporate recommendations	Club advisors and/or principals	Meeting time with E-Clubs	2011-2012
d.	Utilize environmentally responsible programming (7.2 b & c) additions as learning opportunities for students in all buildings	Teachers		Continuous
e.	Incorporate environmentally responsible practices into science, STEM-like, and other project-based experiences where it matches grade-level/course curriculum. (see i.e. in 7.2 b)	Teachers	Meeting times, grant funds, gen. fund	Continuous



Continuous Improvement Plan Committee Members

Members of the 2010 CIP Core Planning Team

Kim Bonvissuto, Mark Bregar, Tim Freeman, Jean Gianfagna, Pam Griebel, Dan Keenan,
Molly McGuigan, Stephanie Morgan, Maura O'Donnell-McCarthy and Carol Winter

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Renee Bailey – Technology Coordinator	Administrator	WLCS
Kim Bonvissuto - Communications Coordinator	Administrator	WLCS
Mark Bregar – Intermediate Principal	Administrator	Parkside
Diane Burrowbridge - Engineering Dept./Ed. Coord.	Higher Education	Cleveland State
Amy Butcher - Elementary Teacher	Teacher/WTA President	WTA
Dennis Cocco - LCCC – Glide Engineering Dean	Higher Education	LCCC
Barb Derethik - Elementary Teacher	Teacher	Dover
Becky Eberts – Energizer, Chamber Board	Business/Community/Parent	Energizer
Lori Forbush -Porter Library Board President	Community	Porter Library
Darlene Fossesco - Middle School Teacher	Teacher	LBMS
Stephanie Freeman - WHS Sophomore	Student	WHS
Tim Freeman - WHS Principal	Administrator	WHS
Jean Gianfagna - Gianfagna Marketing	Business/Community/Parent	Gianfagna Marketing
Colin Graber - WHS Junior	Student	WHS
Pam Griebel – Director of Academic Services	Administrator	WLCS
Karen Herzberger - Support Staff	Aide/OAPSE President	OAPSE
Hanna Jennings - Former Atty. Squire, Sanders	Parent/Community	Community
Carol Kalish - Resident, Former Lakewood Teacher	Community	Community
Dan Kalish - Former Executive Dir. Jennings Fdn.	Community	Community
Karen Kay– Baldwin Wallace	Higher Education	Baldwin-Wallace
Dan Keenan - Superintendent	Administrator	WLCS
Kosta Mathiellis – Hospital Administrator	Business	Cleveland Clinic
Molly McGuigan	Facilitator/Consultant	Learning Link
Nikki Miller- World Lang. Dept. Head	Teacher/Parent	WHS
Stephanie Morgan – Director of Pupil Services	Administrator	WLCS
Maura O'Donnell-McCarthy	Facilitator/Consultant	Consultation Services
Bob Plantz - Porter Library Board	Community	Porter Library
Ann Proudfit – Tri-C West Campus Director	Higher Education	Tri-C
Bob Ramer – Engineer	Business	R.E. Warner
Tom Sammon – Hyland Software	Business	Hyland
Sarah Schwartzer - WHS Freshman	Student	WHS
Joyce Schroth - Director Westlake Community Center	Community	City of Westlake
Kurt Thonnings - Tech Integration Specialist	Teacher	Parkside/LBMS
Mimi Verdone - Elementary Principal	Administrator	Holly Lane
Kevin Walker - Edward Jones Financial	Business	Edward Jones
Carol Winter – Board of Education President	BOE	WLCS BOE



2010 Westlake Education Summit Participants

Anthony, Meg	Community	Kennedy, Cris	Parent/Community	Skavarek, Laurie	WL Schools
Appel, Lynda	Parent	Kowalski, Becky	WL Schools	Steinbrink, Laura	Community
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Bregar, Mark	WL Schools	Laub, Mike	WL Schools	Thomas, Ann Marie	WL Schools
Burrowbridge, Diane	CSU	Marrali, Maria	1st Federal/Lakewood	Thompson, Scott	Community
Butcher, Amy	WL Schools	Mathiellis, Kosta	Cleveland Clinic	Thompson, Sunny	WL Schools
Carroll, Susan	WHS parent	May, Michael	WL Schools	Thonnings, Kurt	WL Schools
Centa, Dave	Community	Mays, Thomas	WL Schools	Turk, John	Business/Community
Cocco, Dennis	GLIDE	McCallister, Julie	Parent	Turk, Doreen	Community
Cooley, Laura	WL Schools	McCallister, Megan	Student	Vakos, Claudia	WL Schools
Crandall, Madeline	WL Youth Coord.	McDonald, Chelsea	WL Schools	VanDyke, Candace	Parent
Cross, Nate	WL Board Member	Miller, Duane	WL Schools	Verdone, Mimi	WL Schools
DeAngelis, Gene	Parent	Miller, Nick	WL Schools	Vontroba, Sandy	WL Schools
DeAnna, Pam	WL Schools	Miller, Nicolette	WL Schools	Wagner, Kathleen	Community
Derethik, Barbara	WL Schools	Miller, Tom	Parent/1 Community	Wanhainen, Kelsey	Student
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Eadie, James	Community	Moutoux, Megan	Parent	Winter, Carol	WL Board Member
Earls, Julian	CSU/NASA	Mougianis, Maria	Community	Zingales, Elizabeth	WL Schools
Eberts, Becky	Energizer	Nash, Kathleen	WL Schools		
English, Bobbi	WL Schools	Newman, Lynn	WL Schools		
Flanagan, Mary	WL Schools	Nichols, Jacy	WL Schools		
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Fossesco, Darlene	WL Schools	Packis, John	WL Schools		
Freeman, Tim	WL Schools	Palchesko, Sue	WL Schools		
Freeman, Stephanie	Student	Pargas, Christie	WL Schools		
Getsay, Mark	WL City Council	Pauken, Trudy	WL Schools		
Graber, Colin	WHS Junior	Pepera, Mark	WL Schools		
Goldstein, Dr. Beverly	Community	Pettyjohn, Lynn	WL Schools		
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Hale, Kathy	WL Schools	Proudfit, Ann	Tri-C		
Hammond, Paul	WL Schools	Reichert, Sarah	WL Schools		
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Hodge, Ben	WL Schools	Rocco, Andrea	WL Schools		
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Tom Sammon	Hyland Software Representative, WLCS Parent
Sarah Schwartzer	WHS sophomore
Carol Winter	Westlake City School Board of Education President

2010 CIP Task Review Committee

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Barb Derethik- Dover Grade 4	Christina Meecha – Int. Specialist - Hilliard
Lisa Forshey - Holly Lane Grade 1	Cathy Pietroski – Grade 5 Math/Science
Pam Griebel – Dir. of Academic Services	Sandy Sopko – LBMS Language Arts
Karen Huber - Dover Grade 4	Claudia Vakos - LBMS World Language



A2.16

Glossary of CIP Terms

21st Century Framework	The Framework presents a holistic view of 21st century teaching and learning. The framework areas include: (i) Learning and innovation skills; (ii) Information, media, and technology skills; and (iii) Life and career skills. The detailed framework can be found at www.p21.org .
AIMSweb	A benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine the student's response to intervention.
AYP	AYP is the federal measure for determining whether a public school or school district is making "adequate yearly progress" towards the academic goals established by each state. Each state is responsible for setting goals to ensure all students meet the state's standards for proficiency in language arts and math by the year 2014.
AYP Subgroups	Federal law requires districts to be assessed on their progress as a whole, and for the following specified groups: (i) Ethnic/racial subgroups ; (ii) Socioeconomically disadvantaged (SED) students (students whose parents/guardians have not received a high school diploma or students who participate in the free or reduced-price lunch program); (iii) English Learners (English learners, and those reclassified fluent-English-proficient who have not scored proficient or above on the Ohio Achievement Assessment in Reading for three years after being reclassified); and (iv) Students with Disabilities (students who receive special education services).
Benchmarking	The process of assessing all students, typically three times per year, for universal screening (early identification), general education progress monitoring, and AYP accountability.
Best Practice	A technique, method, process, activity, incentive, or reward that is believed to be more effective at delivering a particular outcome than any other technique, method, process, etc. when applied to a particular condition or circumstance. These practices are typically supported by research or are used by those achieving a desired outcome.
Citizens Advisory Committee	The Citizens Advisory Committee (CAC) was established over 40 years ago as a voluntary advisory committee to the Westlake Board of Education. It is comprised of a diverse group of Westlake residents and community representatives that focus on ways to continually enhance all aspects of education for students in the Westlake City Schools.
Cohort	A group of students sharing a particular statistical or demographic characteristic. For example, all students in a grade level.
Content Standards	The academic standards set by the Ohio Department of Education.
Formative Assessment	Activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Formative assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework and tests. Assessments become formative when the information is used to adapt teaching and learning to meet student needs.



Gifted Intervention Specialist	A teacher with an endorsement from the Ohio Department of Education indicating specific training to teach gifted and talented students K-12 in Ohio.
Grade Band	A combination of grade-levels that make up a unit. For example, grades 5 and 6 make up the district's intermediate school grade band.
IB PYP	International Baccalaureate Primary Years Programme for students aged 3 to 12. The program focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The most significant and distinctive feature of the IB Primary Years Programme is the six themes of global significance: (i) Where we are in place and time; (ii) How we express ourselves; (iii) How the world works; (iv) How we organize ourselves; and (v) Sharing the planet.
iEARN	iEARN is a nonprofit organization made up of over 30,000 schools and youth organizations in more than 130 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students each day are engaged in collaborative project work world-wide.
Internship	An extended, on-site, work-based experience supervised and linked to school-based activities, that is paid or unpaid and of varying lengths of time.
LEED	Leadership in Energy and Environmental Design. The United States Green Building Council (USGBC) created LEED as a rating system for green building.
Partnerships	An arrangement where entities and/or individuals agree to cooperate to advance their interests.
PBS	Positive Behavior Support (PBS) is an approach that schools use to help a child experience success in school and at home. This approach believes that a full understanding of the child is needed for long-term behavior change. This includes determining the ways that the different settings affect behavior, and understanding why the child engages in behavior that is both problematic and adaptive. Based on this information, a comprehensive plan can be developed that will change the environment to prevent problem behavior from occurring and teach the child better ways of getting his or her needs met in difficult situations.
PK-12	PK-12 indicates the intention to have programs start in pre-school and continue through the senior year. In some circumstances, the programs may run from kindergarten through senior year.
Pre-Assessment	An assessment that allows the teacher and student to discover what is already known in a specific topic or subject prior to instruction.
Professional Learning Community	An approach or process where beliefs, vision and mission are shared, a collaborative culture exists, intentional discussions are focused on student outcomes, learning and achievement, and teachers work and learn together as they continually evaluate the effectiveness of their practices and the needs, interests, and skills of their students.



Progress Monitoring	Teacher writing and more frequent monitoring of individualized annual goals (beyond benchmarking) for those students who need intensive instructional services.
Public School Works	Automated staff training software.
RTI	Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to student needs. RTI considers learning rate over time and level of performance to make important educational decisions.
Senior Capstone	Capstone projects organize teaching and learning around authentic student projects integrating technical and academic disciplines. Teachers facilitate connections between academic and technical coursework and challenge students to use prior knowledge and skills to solve real-world problems related to their chosen careers.
Service Learning	A teaching and learning experience that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The clear curricular connections and reflective experiences of service learning differentiate it from an activity that is solely a community service.
Standards of Practice	A consistent way of doing things.
STEM	A process of teaching and learning that emphasizes the integration of science, technology, engineering, and math concepts and methodologies.
STEM-like	A process of teaching and learning emphasizes the integration of multiple disciplines, not necessarily just those described by STEM. This process also accounts for real world/ relevant problem solving and higher order thinking activities.
Sustainable	Capable of being continued with minimal long-term effect on the environment.
TESOL Endorsement	An endorsement from the Ohio Department of Education awarded to a teacher who has had specific training to teach students whose native language is one other than English.
TIMSS/PISA	International assessments. TIMSS refers to the Trends in International Mathematics and Science Study. The Programme for International Student Assessment (PISA) is a project designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students in reading, math, and science.
Value Added	A statistical methodology used by the Ohio Department of Education to measure student progress on an annual basis.



Ohio Board of Regents/Ohio Partnership for Continued Learning
STEM K-8 Program of Excellence
Westlake City School District
January 18, 2008

2.1 Proposal Narrative: A description of how the STEM Program of Excellence will:

2.1.1 The program will serve all students enrolled in the grades for which the program is designed.

Lee Burneson Middle School (LBMS) in the Westlake City School District (WCSD) has an ADM for the 2007-2008 school year of 352 students in grade seven and 320 students in grade eight. Enrollment projections (DeJong and Healy) show no remarkable increase through the end of 2016-2017. The project will include all students, including special education, regular education, and gifted populations.

2.1.2. The program will offer a rigorous and diverse curriculum that is based on scientific inquiry and technological design and engineering approaches to problem solving; that emphasizes personalized learning and teamwork skills; and that will expose students to advanced scientific, mathematical, technical and engineering concepts and innovative applications of technology within and outside of the classroom.

The proposed project will realign and integrate the science and math curricula across and between the 7th and 8th grades. Teaching will shift from isolated subjects/content/concepts in math, science and technology to an inquiry process where content is integrated around key engineering concepts, problem solving, innovation, and technological design. Arts, social studies and language teachers will use a similar inquiry- and project-based design to provide students with a broad perspective on the importance of STEM knowledge, to improve students' performance in STEM subjects, and to incorporate the humanities in specific problem-based STEM projects. The WCSD will increase academic rigor and incorporate other national standards such as those promoted by National Research Council and the National Council of Teachers of Math. The re-aligned curriculum will serve as a platform for further integration beyond science, technology, and math, and for other grade bands in the district.

There are many understandings of the term "science literacy". The National Research Council (1996) in its National Science Education Standards proposes that "scientifically literate citizens should be able to evaluate the quality of science information on the basis of its source and the methods used to generate it." Further, "broad views of scientific literacy suggest that facility with scientific concepts and methods offers students opportunities to develop abilities to engage in inquiry, evaluate evidence, identify patterns and think scientifically." (Reveles, John M.; Cordova, Ralph; Kelly, Gregory J. "Science Literacy and Academic Identity Formulation." *Journal of Research in Science Teaching*, v. 41 issue 10, 2004, p. 1111-1144).

The proposed project will use a "problem-based approach" that will allow for rigorous and diverse experiences incorporating the engineering process and scientific inquiry that will enhance the curriculum. Students, working with higher education and business partners, will identify problems that need to be solved and then formulate a solution which encompasses math, science, and technology. The students will work in design teams, with an emphasis on each individual's contribution. Teachers and administrative staff will work to integrate the science and math curricula to create an atmosphere of affirmation, contribution, purpose, power, and challenge to meet the needs of all students to ensure that they are prepared for a rigorous core of academics in high school, enthusiastic about STEM content, and engaged at some level in the community. The planned efforts to realign the science and math curricula, and using technology and engineering applications to reinforce the science and math will be supported by the contributions of individual scientists, mathematicians and engineers from several area companies, as well as the facilities, labs and other resources of the institutions of higher education. O'Neill and Polman (2004) suggests that students' "struggling (and even failing) to formulate and carry out empirical investigations in science may teach students more meaningful lessons about how science is accomplished than flawlessly executing cookbook labs or solving carefully formulated problems." (p. 262). In addition, their research suggests that students who are mentored by a willing scientist "were likely to present their research findings in a way reflecting the values and practices of the scientific community." (p. 262).

The development of curricular units, activities, and program features incorporating state and national standards will be completed through a series of in-district meetings, summer institutes, site visits by the contributing partners to the school district and site visits by school district personnel and students to the various partner worksites.

2.1.3. The program will not limit participation of students on the basis of intellectual ability, measures of achievement, or aptitude

Every student will be expected to develop technical talents in STEM content. The adoption of a revised curriculum and practice standards throughout grades seven and eight ensure that student participation is not limited by intellectual ability, or measures of achievement or aptitude. All students in grades seven and eight will be involved in the project, including special education and gifted students. All students will have opportunities throughout the curriculum to explore personal interests or develop inquiries that are outgrowths of personal interests, aptitudes and experiences. Students will be exposed to challenging material and applications that are tailored to their individual learning styles, experiences, and capacities.

2.1.4. The program will utilize an established capacity to capture and share knowledge for best practices and innovative professional development. Professional development must adhere to the professional development standards identified by the Ohio Department of Education

The existing master schedule at LBMS has been recognized by the Ohio Middle School Association as a model of flexibility and for its blend of opportunities to present core, exploratory, intervention and enrichment lessons. The schedule is vertically aligned so that a core 60 minute period can be expanded for projects, or reduced in time to create a new class period, allowing teachers to address individual strengths and needs, and present targeted programs and/or speakers. This can be arranged to work with individuals, small classes, or combined seventh and eighth grade classes. It provides common planning time for subject and grade teams as well as academic departments. It is a ready platform for job embedded staff development, and allows for adjusting the curriculum and classroom activities, thereby sustaining the collaboration required for the proposed project and beyond. Curriculum will be developed with an emphasis on incorporating problems relevant to the students. While the problems will encapsulate the content standards, engineering, design and innovation strands, the activities will allow for a focus unique to students' learning styles and provide for an outgrowth of their personal experiences, meet content standards, promote innovation and inquiry and foster teamwork. The project will use an established capacity to capture and share knowledge for best practices and innovative professional development. Professional development will adhere to the standards identified by the ODE.

The project emphasizes teacher- and student-driven, focused and innovative professional development to enhance teachers' pedagogical and content knowledge, instructional techniques, and collaborative capacity. The time spent in professional development will be well organized, carefully structured and purposefully directed. The focus of activities will be reflective of the mission statement of the Westlake City Schools: "We Educate for Excellence....Empowering all students to achieve their educational goals, to direct their lives and to contribute to society." Professional development will be presented by a variety of partners and stakeholders: teachers, business partners, college personnel and students. This will create curriculum models that will ensure a systemic cultural change in the teaching of math, science and technology standards and incorporate engineering concepts and standards within the middle school curriculum.

2.1.5. The program will operate in collaboration with a partnership that includes institutions of higher education and businesses

Partnerships with the Akron Global Polymer Academy - The University of Akron (AGPA), Lorain County Community College (LCCC), and Cleveland State University (CSU) will allow training and project experiences for students and staff on each of these college campuses. The University of Akron and LCCC are engaged in a number of initiatives as part of the recently launched Innovation Alliance, the purpose of which is to promote educational attainment and economic development in the Akron-Medina-Lorain County corridor and to stimulate the growth of the next generation of innovators and

entrepreneurs. The AGPA and LCCC will co-host professional development opportunities, supported by business partners and SMART Consortium personnel. The Innovation Alliance is developing STEM strategies linking UA and LCCC with PK-12 districts throughout the Innovation Corridor and connected to the PK-16 initiatives both in Stark and Lorain Counties. The Alliance will also support educational delivery via interactive video distance learning (IVDL) between UA, LCCC, and school districts.

Specific professional development activities will include a summer workshop on the campus of LCCC in collaboration with AGPA and select departments from LCCC. Two days of training and professional development will take place in the district during the spring. Project-based workshops will allow participants to write and participate in projects based on scientific inquiry, technological design and engineering approaches to problem solving. The focus of the summer session will be curriculum writing, project based learning, and in-service on personalized learning and teamwork skills that will teach staff techniques to expose students to advanced scientific, mathematical, technical and engineering concepts. Follow-up for the summer institute will be two one-day staff development opportunities in the district that will focus on program implementation for the 2008-2009 school years. Ongoing opportunities will be provided that will involve the institutions of higher education partners, including web- and IVDL support, email and phone consultation with the partners.

Business partners have committed facilities, personnel, and expertise. Engagement of the business partners will include support for the design of lessons, via video conferencing and on-site participation. Field trips to area companies will be offered to students and staff. Lorain County Community College will support campus tours and lab programs for both students and staff in such areas as robotics, electronics, computers and welding. LCCC will provide "college like" classes for all 600 students on campus through the summer and fall. LCCC will also provide access to the ANGEL course management system, an interactive system which allows for Web-based teaching and professional development opportunities. The ANGEL system can be used directly by students to secure classroom materials, engage in discussion boards and chat rooms, take practice and actual tests and quizzes, and send queries to the teachers. It provides a mechanism for documenting performance and engagement by students, and can capture data on the use of the system by students and teachers.

In addition, the LCCC University Partnership Program (UP), a consortium of nine Ohio Colleges and Universities offering more than 45 bachelor's and master's degree programs, will be able to provide select graduate level credit for teachers so desiring it. This will include the University of Akron and may include others within the Partnership. UP facilities are extensively equipped with interactive video distance learning (IVDL) technology allowing instructors on campus to interact with teachers in WCSD classrooms for teaching, collaboration and evaluation purposes.

Evaluation of the project will be completed through a partnership of the Joint Center for Policy and Research/Public Service Institute (JCPR/PSI) and the SMART Consortium. JCPR/PSI is co-located on the campus of LCCC and provides research and evaluation services, professional training and seminars, and project-specific consultation to the region's non-profit and public sectors. The SMART Consortium, representing more than 50 northeast Ohio school districts, works to foster continuous, dramatic improvement in science and mathematics learning. The SMART Consortium provides a variety of professional development and data-driven research services to its members. These two agencies will partner to confirm the final evaluation design, ensure that it is organized for effective implementation, and, with partner personnel, complete data analysis and evaluation reports. The SMART Consortium will support professional development activities.

2.1.6. The program will include teacher professional development strategies that are augmented by community and business partners.

The college and business partners will all play important roles in the professional development strategies that are to be sustained over time through the partnerships established between and among them and WCSD personnel. Communication and collaboration will continue beyond year one as program and curriculum models are expanded across content areas and grades. Participation in professional development activities will be documented in a data management system that will record, among other

elements, the math, science, technology, and engineering standards covered, and expected impact on student learning and performance. Businesses have committed to provide:

- Consultation in curriculum development and innovative programming in engineering and design processes;
- Staff development/training opportunities for teachers, support staff, and administration;
- Opportunities for students and teachers to engage with company personnel and/or labs, buildings, technologies and other features of the business facilities;
- Assistance with innovative strategies for assessing student needs, constructing meaningful activities, and district-wide sustainability planning; and,
- Evaluation of project activities through feedback to teachers/support staff/students.

Institutions of higher education partners will provide:

- Access to labs, IVDL and other distance learning technologies;
- Personnel to assist with curriculum planning, lesson review, evaluation of program components, establishment of timeline and content of professional development;
- On-site space for professional development delivery;
- Summer institute at LCCC, jointly delivered by the partners;
- On-going staff development/training opportunities for teachers, support staff, and administration;
- Opportunities for students and teachers to engage with college personnel and/or labs, buildings, technologies, and /other features of the facilities;
- Training for and access to the ANGEL course management system; and,
- Support for the completion of the formative and summative evaluation of the project.

In addition to these external partnerships, the project will use and celebrate the talents and personal experiences of students and staff. Collaboration among teachers is a powerful professional development tool, allowing them to support each other daily in creative ways. The schedule allows for team meetings to engage in research, unit development, collaboration of lesson delivery, monitoring of student progress, and reflection. Diverse teaching strengths, styles and experiences already present will drive the project toward successful implementation. For example, staff already trained on use of graphing calculators can train, model and assist staff not yet trained to use them. Staff strengths in specific subjects such as chemistry and physics can be identified to share knowledge and expertise. Peer modeling, observation and sharing are powerful tools for job-embedded staff development at the building level.

Students also bring strengths and personal experience to the building of a professional development model. Students currently act as peer tutors. Both middle and high school students assist other students as needs arise. This assistance can occur within the grade level or across grade levels. Students who are linear thinkers can teach and learn from those who take a more global perspective. Creative students can learn how to put mathematical and engineering concepts into a language and arts format. Working in teams, students can combine their diverse learning styles to solve difficult problems successfully. Using this model, students will be prepared with strategies that will propel them toward success to collaborate and compete in the global economy.

2.1.7 The proposed STEM Programs of Excellence must demonstrate alignment with academic content standards and be inquiry-based.

The proposed realignment of the science and math curricula using a platform of technology and engineering will be based on the current ODE standards for Science, Math, and Technology. Further efforts will be made to ensure that the revised curriculum is aligned to the greatest extent possible, with key national standards as promoted by the National Research Council's National Science Education Standards and the American Society of Engineering Educators, among others.

2.1.8 The program will include a formative and summative evaluation plan that addresses implementation, effectiveness of professional development and student outcomes.

To support the collection of authentic data on student learning, both concept maps and journal writing will be used with students before, during and after the project. "Concept mapping by individual learners has been found to be powerful in improving learning and learner attitudes" (Horton et al, 1993; Jegede, Alaiyemola, & Okebunkola, 1990; Littrell, 1999; Mason 1992 in Goa, Shen, Losh & Turner,

2007). Using concept maps as pre- and post- methods can assist in gauging student understanding and the connections that students have made within the various STEM topics. Journal writing is defined as a teaching/learning exercise in which students express in writing their comprehension of, response to, or analysis of an event, experience or concept. (Martin, 2000 in Chabon & Dorian, 2006.) In addition, "journals challenge students to be thoughtful about the connections between coursework and field experiences.....and written journals create a "database" that students and instructors can use to monitor changes in actions or attitudes" (Eyler, 2001 in Chabon & Dorian, 2007). Other student outcomes that will be evaluated include:

- Improved grades in math and science classes;
- Improved performance results on district-wide common assessments;
- Increased interest in and enthusiasm for STEM content and applications;
- Increased interest in and enthusiasm for STEM and STEM-related projects; and,
- Increased knowledge of STEM applications in business and higher education settings.

As a result of the professional development opportunities outlined in this proposal, teachers will increase their capacity to use advanced technology in the teaching of science and math by:

- Learning and implementing interactive hardware/software in the classrooms;
- Learning and integrating collaborative communication processes in professional development;
- Using websites for launching and authoring content of lessons and as an instructional vehicle;
- Increasing their knowledge and use of feedback technologies (e.g., "clickers" etc.) to complete formative assessment during lessons and present feedback during staff development sessions;
- Using LCCC's course management system to participate in on-line professional development and communicate with initiative stakeholders; and,
- Writing standards-based curriculum integrating science, technology, engineering, and math.

2.1.9 The respondent agrees to comply with all applicable federal, state, and local laws in the conduct of the work hereunder.

The Westlake City School District agrees to comply with all applicable federal, state and local laws in the conduct of the proposed project. As fiscal agent, The College will ensure that adequate project management mechanisms are in place to complete required program and fiscal reports, to complete appropriate deliverables, and coordinate formative and summative evaluation reports.

2.2 Rationale for proposed program. Describe how the proposed STEM Program of Excellence was selected, how it will enhance the current curricula, and provide evidence of proven research-based program effectiveness or a plan to collect data in an effort to begin a research base for an innovative new program.

After the release of Sputnik in 1957, The US launched a campaign to improve math and science curriculum, teaching and learning. The impetus was to "win a race." More recent reports, including the Science and Mathematics Education Policy Advisory Council's "Science and Mathematics: a Formula for the 21st Century" (2007), the National Center on Education and the Economy's "America in the Global Economy" (2007) and the New Commission on the Skills of the American Workforce's "Tough Choice or Tough Times" (2007), indicate the US has lost ground. The collapse of communism in the Eastern block created a new population participating in the free market economy, and the Eastern Europeans are recognized as having some of the highest education standards in the world (Daggett 2005). In 1991, India reformed its economic trade controls, resulting in an increase of foreign currency from \$1 billion to \$118 billion (Thomas Friedman, *The World is Flat*, 2005). China's average economic growth of 9.5% annually will make it 75% bigger than the United States by the year 2050. (Ted Fishman, *China Inc.*, 2005). Technology has virtually erased the boundaries between countries and individuals. It is no longer a race; it is a matter of survival. "We need to act now, before it is too late. The route to improving mathematics and science achievement for all students is better math and science teaching." (Glenn Report, 2000).

The proposed STEM project was selected because it addresses the academic needs of all learners with challenging curriculum, is aligned strategically with the District's plans to more closely integrate curriculum across disciplines and along the P-12/P-16 continuum, and it builds the intellectual capacity of teachers and students. Through inquiry-based learning and focused professional development, the project

will expect all students to grow intellectually both individually and collaboratively, to interact with higher education personnel and content, as well as engage with the local business community.

Programs and curriculum are partly in place to address the need. However, like many districts, WCSD teachers and students find themselves in "silos of learning." Academic opportunities for students to meet standards and pass tests have been created. The need for individuals and groups of students to secure both enrichment and intervention programming is being addressed. Students participate in the Science Olympiad, the Lego Olympiad at LCCC, and Invention Convention. Eighth grade science students create robots and experiment with creating new salad dressings. Teachers collaborate on the Global Positioning System project and the "pumpkin drop", to reinforce scientific inquiry, hypothesis testing, measuring and documentation, and analysis of results. These are "touchstones of success" that will support the project goals to challenge all learners - teachers and students - in collaborative experiences that will prepare them to contribute in a global economy. And, like many local districts, WCSD operates in the context of changing budgetary support and a difficulty infusing major capital outlays into tight operating budgets. This proposal, when funded, will help supply a critical catalyst to the Westlake City School District Continuous Improvement Plan, and support crucial one-time "hard dollar" costs, primarily for equipment and technology.

2.3 Outcomes. The proposal must identify measurable student outcomes that will be collected and tracked to evaluate the proposed program's effectiveness.

By the end of the Westlake STEM Program of Excellence:

- an integrated mathematics and science curriculum will be developed for seventh grade to be used by seventh grade teachers of both mathematics and science for mathematics and science;
- an integrated mathematics and science curriculum will be developed for eighth grade to be used by both teachers of mathematics and teachers of science for mathematics and science instruction in the eighth grade;
- at least once each semester, the integrated mathematics and science curriculum will further integrate and align with the language arts, social studies and/or arts curriculum for each grade level;
- the math and science curricula will be articulated vertically between seventh and eighth grade;
- at least 80 percent of the students will complete a hands-on project-based STEM-related activity at least at the proficient level (a grade of C or higher);
- student attitudes regarding their interest in and enthusiasm about STEM subjects, activities, and experiences will increase at least 50% over baseline data; and,
- teacher attitudes regarding their overall understanding of, interest in, commitment to and comfort with the teaching of STEM and STEM-related subjects shall increase at least 50% over baseline data, using, among other possible instruments, the "Stages of Concern".

Additional student outcomes have been previously listed in Section 2.1.8.

2.4 Commitment. Describe the role the higher education partners and business partners will play in the program implementation. Explain how the partnership is allowing the school to do something it would not otherwise be able to do. Describe what each partner is contributing to, and gaining from the partnership. Include signed letters of commitment that the program will operate in collaboration with a partnership that includes institutions of higher education and businesses.

Lorain County Community College has a long history of working with K-12 systems throughout the region to accomplish the goal of increasing the educational attainment level of area citizens, in order to support and promote the economic and cultural well-being of the community. LCCC will serve as fiscal agent and will provide coordination between and among GLIDE, Leadership Lorain County (LLC), the Akron Global Polymer Academy (AGPA), the School District (WCSD), area businesses engaged in the project, and, where appropriate, the community-at-large. LCCC will assign a Youth Program Coordinator (part-time) to ensure that sufficient on-campus experiences for 600 students are adequately prepared and presented within project timelines.

GLIDE and Leadership Lorain County will have lead responsibility for identifying, recruiting, organizing and supporting the engagement and involvement of additional area businesses and professional

persons in one or more of the project's main activities of curriculum re-alignment, professional development and community- workplace-based experiences for students and teaching staff. Business partners in addition to GLIDE and Leadership Lorain County that have confirmed a commitment to participate in the proposed project to date, include:

- Hyland Software (software development);
- Energizer (battery company);
- R.E. Warner and Associates (civil automotive engineers);
- The SMART consortium (a professional development membership consortium);
- Z-space technologies (software development);
- Polymer Diagnostics, Inc. (PolyOne --polymer products and applications);
- Heery International (professional architecture, project management, facility planning and management, engineering, construction management and interior design firm);
- MAGNET (Manufacturing Advocacy and Growth Network, serving the manufacturing industries in Northeast Ohio, particularly, advanced manufacturing entities);
- Cleveland Clinic - Lakewood Hospital (health care facility and community care provider);
- Metcalf and Eddy (consulting engineers - environmental);
- The John Thomas Educational Consulting Group
- The Ohio Technology Education Association.

The Akron Global Polymer Academy (AGPA) is an educational outreach organization at the University of Akron, which provides professional development services for K-12 teachers and others in the area of polymer science and engineering. Among other services, the AGPA provides classroom-tested lesson plans (correlated with the Ohio Science and Technology Standards), information on research-based teaching practices, instructional materials for classroom use (including videos and video demonstrations), and supports a variety of courses targeted specifically to teachers. Much of the AGPA work is done with the use of distance learning technologies, which will be used for this project. The AGPA will provide school-site-based professional development beginning in the spring of 2008, continue in the summer with an intensive, week-long workshop on the campus of LCCC, and will provide follow-up through the fall with half-day, and one-day site visits to classrooms to provide consultation, demonstrations, and problem-solving support to teachers. The SMART Consortium will also provide professional development support, building on many of the services currently being provided to WCSD (see also Letters of Support). The Public Services Institute at the Joint Center for Policy Research will provide the lead on the completion of the formative and summative evaluation model. The Public Services Institute is co-located at the Lorain County Community College, mobilizing resources of higher education to assist the not-for-profit, educational sectors by providing:

- Qualitative training and development to enhance operational efficiency and effectiveness;
- Civic engagement and leadership forums to help the county and region learn;
- Process facilitation services to help build organizational capacities; and,
- Custom/affordable data, research and evaluation services to inform planning, decision making, and continuous improvement.

Custom research design and consultation services are provided in the following areas: needs assessment, customer satisfaction surveys, image assessments, public opinion polling, economic impact analysis, marketing research, outcome based program evaluation, experimental design research, environmental scanning, and policy analysis. In addition to primary data collection, JCPR provides custom data services in the form of literature reviews, secondary data analysis (using census and labor market information), trend analysis, comparative analysis, and benchmarking studies.

LCCC will also host a series of meetings for the partners to convene, plan, share success stories and solve problems, review and analyze the results of the evaluation processes, and prepare for the dissemination of the projects results. These are tentatively planned for March, June, August and October. These meetings will also serve to cement working relationships among the partners and will provide a platform for sustainability planning and program development, as well as for the facilitation of engaging additional districts into the successes of the STEM Program of Excellence.

2.5 Project Budget, Narrative and Timeline. (see appendices/forms)

2.6 Sustainability. Describe how the grant activities will lead to the sustainability of the STEM Program of Excellence after the grant period has ended.

The opportunities provided by the proposed project will allow Westlake City Schools to develop and implement a systematic and focused staff development strategy that will enhance teachers' pedagogical and content knowledge and collaborative capacity to teach not only STEM subjects, but to incorporate the arts, language arts and social studies components as well. The time spent in professional development will be well organized, carefully structured and purposefully directed. The entire purpose of such professional development strategies and the strong emphasis on it is precisely to stimulate behavioral changes within the ranks of the teaching staff, provide revised curriculum content, activities and assessment methodologies, and most importantly, to forge the relationships in the community that are necessary to provide students with out-of-school, "real world" experiences that bring home the importance, excitement and possibility that is present in the fields of science, technology, engineering and mathematics. The day-to-day 'routine' in the 7th and 8th grades in Westlake City Schools will literally look, sound and produce results different from what is present at the beginning of the project. The changes will become inculcated into the culture and into the content of teaching. Over time, results will be used to inform comparable transformative changes throughout the P-12 continuum in the District, ensuring that students are college-ready.

Furthermore, the relationships that will be forged among district personnel, the institutions of higher education and the business partners will serve as a platform for the long-term ability of all the 'systems' to focus specific attention – over time - on the continued success of students, beginning, here with the 7th and 8th grade, but continuing to be developed in grades before the 7th and 8th as well as after.

2.7 Dissemination. Describe the plan to disseminate the Program of Excellence beyond the initial site. Preference will be given to plans that include the dissemination of best practices throughout the school district and/or share with other districts throughout the state.

The STEM initiative will be shared with neighboring school districts in at least the following ways:

1. Teachers will share units and projects among WCSD staff and with other districts' staff;
2. Director of Academic Services will share the project results with Westshore Collaborative (area curriculum directors, assistant superintendents and pupil service personnel);
3. After year one, Westlake will enter into a partnership with an interested neighboring school district;
4. Presentations will be prepared for regional and state meetings (e.g., SMART Consortium and Superintendents' Meetings, P-16 Council Meetings, etc.); and,
5. Project strategies will be shared with area school districts and IHE through distance learning technologies.

Middle school students will be engaged in peer learning experiences with both younger and older students as appropriate. Staff will plan to present at state conferences such as the E-Tech, OSBA, the Ohio Academy of Science, and the Science Education Council of Ohio (SECO) conferences. In addition, the Westlake City School District, as a "lighthouse STEM district" in Northeast Ohio, will seek to partner with other school districts to share curriculum, projects, and training opportunities on site and via distance learning technology. The district is part of the Westshore Career Consortium, and programming occurs at the Lakewood City School District. The consortium offers Westlake the perfect opportunity for establishing school partnerships to share information and provide opportunities to observe and participate in selected STEM projects. These ongoing partnerships have the potential to allow the school district to have regional impact in the area of science, technology, engineering and math teaching.

K-8 Programs of Excellence

Applicant	Region	Funding Requested	Total Score	Mean	Grade Levels
Westlake City SD	Northeast	\$749,246.00	311	4.15	7-8
New Lebanon Local SD	West	\$750,000.00	310	4.13	K-8
Fort Recovery Local SD	West	\$748,320.00	301	4.01	5-8
Cincinnati Public SD	Southwest	\$750,000.00	291	3.88	K-8
Worthington City SD	Central	\$221,160.00	273	3.64	K-8
Miller City - N. Cleveland SD	Northwest	\$555,256.00	269	3.59	6-8
Columbus City SD	Central	\$610,642.32	268	3.57	4-8
Dayton Public SD	West	\$744,500.00	267	3.56	5-8
Canton Local SD	East Central	\$750,000.00	264	3.52	3-5 in year 1, K-2 in year 2
Marion City SD	Central	\$661,252.33	237	3.16	K-5
GOAL Digital Academy	North Central	\$630,240.00	216	2.88	5-7
Elyria City SD	Northeast	\$563,881.00	206	2.75	7-8
Horizon Science Academy	Northwest	\$365,350.00	206	2.75	8
Granville EVSD	Central	\$22,794.00	205	2.73	3
Danville Local SD	North Central	\$5,482.00	204	2.72	5
E. Muskingum Local SD	East	\$7,082.00	204	2.72	5
W. Muskingum Local SD	East	\$6,762.00	204	2.72	5
Zanesville City SD	East	\$8,098.00	204	2.72	5
Carlisle Local SD	Southwest	\$520,153.09	203	2.71	6-8
Pickerington Local SD	Central	\$742,928.58	202	2.69	K-4
Pymatuning Valley Local SD	Northeast	\$348,612.00	196	2.61	8
Girard City SD	Northeast	\$104,722.00	184	2.45	K-8
Vandalia-Butler City SD	West	\$295,943.00	175	2.33	5-8
	Total:	\$10,162,424.32			



NEWS RELEASE

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Feb. 8, 2012

WESTLAKE EARNS \$40,000 JENNINGS GRANT FOR INTERNATIONAL BACCALAUREATE PROGRAM

The Martha Holden Jennings Foundation awarded a \$40,000 grant to the Westlake City School District to support its International Baccalaureate (IB) Primary Years Programme (PYP) implementation.

The IB PYP supports learning in all academic areas, including mathematics, science and technology, as well as language literacy, the arts, history and oral and written communication skills. In Westlake, all PreK-4 elementary students will be served by this program. Job-embedded professional development, paid for through the Jennings Foundation grant, will emphasize excellent teaching to motivate and create a learning environment that promotes the high levels of learning inherent in the IB PYP model.

The district chose to pursue IB PYP certification following an appreciative inquiry process through its Continuous Improvement Plan. Through that process, the community called the district to action to grow internationally competent, competitive and engaged learners.

Through the IB program, students participate in activities that put an emphasis on the whole child. Westlake Academic Services Director Pam Griebel said the process encourages

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Board of Education**
27200 Hilliard Blvd.
Westlake, OH 44145
440.871.7100
www.wlake.org

**Bassett Elementary
School**
2155 Bassett Road
440.835.6330

**Dover Elementary
School**
2300 Dover Center
Road
440.835.6322

**Hilliard Elementary
School**
24365 Hilliard Blvd.
440.835.6343

**Holly Lane Elementary
School**
3057 Holly Lane
440.835.6332

**Parkside Intermediate
School**
24525 Hilliard Blvd.
440.835.6325

**Lee Burneson Middle
School**
2240 Dover Center
Road
440.835.6340

Westlake High School
27830 Hilliard Blvd.
440.835.6352

students to choose, reflect and act not only in their academics, but in the school, community and beyond. The international-mindedness of the program develops students who think beyond themselves to a more open-minded vision and world that begs the questions:

- How is what I am learning and who I am related to the community, state, nation and world where I live?
- How can my actions take a different in this larger scope of thinking?
- Why is what I learn important?
- How do I learn?

The students, themselves, will document the journey of their schools through the process of IB PYP candidacy, authorization and beyond by creating a video archive of their classrooms. Grant funds will be used to buy the digital cameras that will capture moments of cooperating, collaboration and deep learning experiences that will change the climate and culture of their school.

IB works with 3,290 schools in 141 countries and offers programming to about 970,000 students. In the United States there are 1,298 world schools. There are three IB PYP schools in Ohio.