

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

Local Government Innovation Fund Application  
Westlake City School District  
Dr. Daniel J. Keenan Jr.  
Superintendent  
March 1, 2012

Local Government Innovation Grant Application  
Westshore International Baccalaureate High School Feasibility Study:  
A Collaboration of Political Subdivisions  
March 1, 2012

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- A1: International Baccalaureate Organization Mission, Strategy, Diploma Programme, Curriculum
- A2: The Westlake City Schools Continuous Improvement Plan 2010-2013
- A3: Ohio Board of Regents/Ohio Partnership for Continued Learning: STEM K-8 Program of Excellence, Westlake City School District Grant
- A4: News Release: Westlake City Schools Martha Holden Jennings foundation Grant

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

TAB 1: CONTACT INFORMATION

**Tab 1: Contact Information**

Main Applicant: Westlake City School District  
Address: 27200 Hilliard Blvd.  
Westlake, Ohio 44145  
Phone/Fax (440) 871-7300/ (440) 871-6034  
Email: [Keenan@wlake.org](mailto:Keenan@wlake.org)  
Applicant  
Contact: Dr. Daniel J. Keenan Jr.  
Superintendent  
County; Cuyahoga  
Population: 32,729

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

TAB 2: COLLABORATIVE PARTNERS

**Tab 2: Collaborative Partners**

Partner #1

Name: Avon Lake City School District  
Robert Scott, Superintendent  
Address: 175 Avon Belden Road  
Avon Lake, Ohio 44145  
Phone/Fax (440) 933-6210/ (440) 933-6711  
Email: [Robert.Scott@avonlakecityschools.org](mailto:Robert.Scott@avonlakecityschools.org)  
County: Lorain  
Population: 22,581

Partner #2

Name: Berea City School District  
Dr. Michael Sheppard, Superintendent  
Address: 300 Fair Street  
Berea, Ohio 44012  
Phone/Fax: (216) 898-8300 Ext. 6240/ (216)898-8551  
Email: [mshppard@bera.k12.oh.us](mailto:mshppard@bera.k12.oh.us)  
County: Cuyahoga  
Population: 19,093(Berea) 19,212 (Brook Park) 15,946 (Middleburg Heights) all three communities are served by the Berea City School District

Partner #3

Name: Rocky River City School District  
Dr. Michael G. Shoaf, Superintendent  
Address: 1101 Morewood Parkway  
Rocky River, Ohio 44116  
Phone/Fax 440/356-6715/ (440)356-6014  
Email: [shoaf.michael@rrcs.org](mailto:shoaf.michael@rrcs.org)  
County: Cuyahoga  
Population: 20,213

The **four school districts** of Westlake, Avon Lake, Berea and Rocky River, located in **Cuyahoga and Lorain County**, are **collaborating on this joint venture to complete a feasibility study for the establishment of a Westshore International Baccalaureate High School**, a school within a school, on the campus of Westlake High School. 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 and candidacy phase of IB-DP**. Pooling resources among the four partners and implementing the study will provide a collaboration of IB-DP course offerings at one location. This four-district, cross county consortium's goal is to provide a high quality educational experience for students seeking a rigorous college preparatory experience and to provide students with an internationally recognized and well-rounded education in preparation for college and career readiness.

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

TAB 3: PROJECT INFORMATION

### Tab 3: Project Information:

#### Title: Westshore International Baccalaureate Feasibility Study: A Collaboration of Political Subdivisions

**Brief Description:** As never before, education in the United States must prepare students for a world where the opportunities for success require the ability to compete, collaborate, and cooperate on a global scale. Vivien Stewart in *A Classroom as Wide as the World* reminds us that U.S. students are woefully ignorant of other world cultures, international issues and foreign languages. The National Academy of Science warns “The pervasive lack of knowledge of foreign cultures and languages threatens the security of the United States as well its ability to compete in the global marketplace and produce an informed citizenry.” We have a gap in global knowledge and global achievement. We cannot leave our students behind; we must transform their education with global content. Through the International Baccalaureate Diploma Programme (IB-DP) international knowledge becomes a new basic for students. The IB-DP prepares students for a competitive global job market and for citizenship in the interconnected world for the 21<sup>st</sup> century, a critical need.

Since its inception in 1968 with the high school Diploma Programme the International Baccalaureate Organization (IBO) created an international connection for students around the world (see attachment A-1). Students who attend IB schools share a common experience rooted in the taught, written and learned curriculum. Students are encouraged to look and think beyond classroom walls through inquiry and project based learning. They are challenged to think deeply and act with purpose. This philosophy supports the new common core standards recently adopted by the state of Ohio reflecting high rigor, inquiry, and project based learning experiences designed with purpose to promote student action. The IB-DP is an umbrella for all that is required in State and federal accountability measures.

Prior to initiating IB-DP within Westlake High School the process established by the International Baccalaureate Organization must be followed. The first step is that of a feasibility study. Central to the feasibility study is the school investigation of the Diploma Programme. Led by the IB Coordinator, the school community reviews IB philosophy and rules assuring the cultural ethos of IB are woven into the culture of the school. During this six to twelve month study, IB training is completed by the coordinator and those staff members integral to the implementation of IB-DP. Professional development is the key to develop the foundation for sustainability of the project. Once the feasibility study is complete, the school applies for entry into the consideration phase and eventually candidacy. This phase is guided by the IB Coordinator and High School IB Administrator. While in the consideration phase the Diploma Programme is implemented and the IB Regional Office provides guidance. This implementation extends for a period of six to eighteen months when a formal application for candidacy is submitted.

The mission of the International Baccalaureate is to “Develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.” The Westlake City School District is pleased to work in partnership with like-minded educational institutions that value rigorous standards and a 21<sup>st</sup> century global perspective. IB is not a one year project. It is intended to be sustained over time to grow a culture committed to high learning standards centered on deep learning using inquiry, project based learning and an international mindedness to think beyond the four walls of the classroom.

The goal of the Westshore International Baccalaureate Diploma High School is to be an approved IB high school serving the four districts of Westlake, Avon Lake, Berea and Rock River, that promotes the education of the whole child, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.

Thomas Friedman shares with us in his book *The World Is Flat*, that a “crisis is unfolding very quietly...And this quiet crisis involves the steady erosion of America’s scientific and engineering base, which has long been the source of American innovation and our rising standard of living.” He reminds us that “graduate enrollment in science and engineering programs, having grown for decades, peaked in 1993, and despite some recent progress, it remains today below the level of a decade ago.” It is obvious that “We simply are not educating, or even interesting, enough of our own young people in advanced math, science, and

engineering.” We are not interesting our students in the deepening study of foreign language and culture, or the desire to provide service to our community or world. The International Baccalaureate Diploma Programme will give students an understanding of these issues; it will motivate students to continue their studies and become a contributing member of society with a focus on international awareness. The IB Global Research Department in collaboration with universities and independent researchers has found “Diploma Programme students are more likely than “A” level students to achieve first class honors in most subjects, be employed in graduate levels and in higher paid occupations, and go on to further study.” University research finds that in US high schools, IB students rated higher levels of academic, social and emotional engagement.

Rigorous, relevant, reality-based knowledge is necessary to pursue a career; to be employed in a global world. John F. Kennedy said: “Change is the law of life. And those who look only to the past or present are certain to miss the future.” The Westlake City School District and its partners in the IB-DP high school do not want their students to miss the future. Collaboration is a must to build a rigorous, inquiry-based, global learning community that will give students the ability to be global thinkers and leaders in their future careers. We must empower our students with the ability to create the future that has not yet been invented.

**Award Type:** Grant – Feasibility Study

**Proof of Feasibility:** N/A This application is not requesting loan funds.

**Problem Statement:** The Westlake City School District respectfully submits this application for a request of \$100,000 to the Local Government Innovation Fund for the purpose of gathering knowledge on the feasibility of establishing a Westshore International Baccalaureate High School for students in the consortium of school districts of Westlake, Avon Lake, Berea, and Rocky River. Presently, the four districts provide higher level courses at each high school consisting of honors and advanced placement caliber learning. These rigorous courses have produced National Merit Qualifiers and remarkable student scholarship to attend schools of higher education. However, as we look beyond higher education and into the global market place, each of these districts believes they must provide a more rigorous and integrated curriculum connected to inquiry-based real world problem solving and community service. The consortium of school districts understands the problem for northern Ohio regional businesses; their employment needs are for motivated, thoughtful citizens who are able to articulate their thoughts, cultivate an international mindedness and service for others, and take their place in a global workforce and society. This would be strongly supported by the establishment of an International Baccalaureate Diploma Programme.

Secondly, the feasibility study to establish an International Baccalaureate Diploma Programme by one school district is an economic liability. Singularly, each of these districts does not have the quantity of students motivated and ready to enroll in the IB-DP courses; nor can they afford the negative balance in their budgets. (see Tab 4: Financial Projections) Collectively, the cost savings and shared services provide a logical and positive economic strategy for the consortium of four school districts.

**One Targeted Approach:** Shared Services

**Anticipated Return on Investment:** The Continuous Improvement Plan (CIP) for the Westlake City Schools (see attachment A-2) was developed in partnership with over a dozen businesses, five higher education institutions and involved numerous parents, students, community members and school staff members. All expressed the need for our students to be internationally competitive, capable, engaged and experienced. The sentiment that preparing our kids in this manner is critically important is shared by each of the partner districts and their stakeholders. The IB-DP provides rigorous curricular and educational experiences that have been established to prepare students to be globally competitive citizens with expanded language skills and a broader knowledge and awareness of cultures. The partnership minimizes the investment through pooling resources and maximizes the return by bringing together the strengths of all four school districts. Shared resources and a commitment to global learning maximize the education opportunity of a greater number of students. In return, the students can

one day positively impact the growth of the local, national and international economy through their intellect, passion and connections made with other internationally minded graduates around the globe.

**Probability of Proposal Success (past project implementation, the likelihood of anticipated savings and the plans for project implementation):** As shared later in this grant application, the Westlake City School District successfully completed an innovative three year STEM Award and has sustained STEM education within the district. Also explained in more detail in the budget portion of this application, the cost savings of pooled resources among four school districts in one year's time is that of \$765,876. Carrying the projection out for three years provides a savings of \$2,297, 628 plus an additional savings of \$439,800 in years 2 and 3 for shared teaching staff, for a total of \$2,737,428. The anticipated savings reached with the implementation of the project once the feasibility study is complete would be difficult to ignore. Along with the cost savings, shared services and pooling of resources provides strong logic for the implementation of this project. The four district partners are committed to the feasibility study and the project implementation beginning in the spring of 2012.

**Description of Applicant's Plans/Ability to Replicate:** In the anticipation that the Westshore IB High School becomes a reality at the end of the feasibility study and candidacy, the four partners strongly agree to share their knowledge with other interested parties across northern Ohio, the state and the nation. Through an IB web site the IB feasibility study and process, information and news will be transparent to local and international stakeholders. Goals will be set to share IB-DP expertise at state and national conferences, providing the means for replication to others. Services and knowledge of IB will be available to assist other consortiums of school districts in moving through the process of becoming a successful IB shared service to multiple high schools. The IB-DP shared services through a consortium of school districts will become a model for other educational political subdivisions to replicate.

**Identification of Project - Part of Larger Consolidation by applicant or collaborative partners:** This project, Westshore International Baccalaureate High School is not a part of a larger consolidation. Presently, it is a stand-alone collaborative project.

**Past Success on an Innovation:** In January of 2008, The Westlake City School District applied for and received an *Ohio Board of Regents/Ohio Partnership for Continued Learning STEM K-8 Program of Excellence Grant*, or STEM Grant (see attachment A-3). The STEM Grant established an integration of Science, Technology, Engineering and Math in grades seven and eight through a problem-based approach to allow for rigorous and diverse experiences incorporating engineering processes and scientific inquiry to enhance the curriculum. This innovative grant came to fruition through a successful partnership with the Westlake City School District of three colleges and eleven businesses in the Lorain and Cuyahoga county region. STEM education was established for the students of Westlake over a three year time period within the 7-8 school and the local colleges. Westlake educators were provided training in the concepts of STEM thinking and learning, and students were provided the opportunity to delve into creativity, innovative problem solving and collaboration, growing their intellectual capacities. Without the ability to collaborate and partner with these universities and businesses, success would not have been achieved. The Westlake City School District is proud of its innovative partnership for STEM.

A second innovative partnership in the form of a \$40,000 grant was established in January 2012 with the Martha Holden Jennings Foundation in support of the Westlake City School District's International Baccalaureate (IB) Primary Years Programme (PYP) implementation at the PreK-4 levels (see attachment A-4). This partnership supports partial job-embedded training costs that emphasize excellent teaching to motivate and create a learning environment that promotes the high levels of learning inherent in the IB PYP model. A second goal of the grant provides support for the students to document the journey of their schools through the process of IB PYP candidacy.

Additionally, the Westlake City School District also collaborates with the Local Business Partnership Council. With their assistance of the Community Summit was carried out over a twenty-six month time frame. The Summit included over two-hundred community members, staff, students, businesses, board of education

members and higher education professionals. Their task: design the vision, mission and Continuous Improvement Plan (CIP) for Westlake City Schools was accomplished. Through this process, the community called the district to action to grow internationally competent, competitive and engaged learners. The district follows the CIP and reviews measurable goals twice a school year, carrying out the plans of the community. The Westlake City School District Mission: "We educate for excellence, empowering all students to achieve their educational goals, to direct their lives, and to contribute to society."

**Description - Proposed Project Responding to Current Substantial Changes in Economic Demand for Local/Regional Government Services:** Performance based management provides for shared services across political subdivisions. In the case of the four school districts of Westlake, Avon Lake, Berea, and Rocky River, increased collaboration in the form of a partnership will provide more course offerings to their high school students. Pooling of educational resources for courses with few students and the ability to share the cost of teachers, materials, and training becomes a responsible answer to the current loss of funding for Ohio school districts. *The Ohio Smart Schools: Benchmarking Ohio's School Districts*, a paper by Knowledgeworks Foundation in 2011, explains this increased collaboration: "This ensure[s] students retain access to a varied curriculum but also helps districts economize." The economic demand for educational entities brings the partnership to make a substantial change in the way of doing business for the good of the students and the bottom line. This is a win, win scenario.

**Identification-Intent to Implement Recommendation of Performance/Other Audit Recommendations -** The Westshore International Baccalaureate Diploma Program High School Feasibility Study is a new program that has not been recommended as a part of a performance or any other audit recommendation.

**Explanation How Project Promotes Community Attraction/Business Environment:** The thirty year old International Baccalaureate Organization is recognized around the world and IB curriculum is offered to students in 141 countries. A growing number of corporations in the communities covered by the consortium of school districts are establishing their international presence. Some of the international corporations, many of which are corporate headquarters, that are established within the partnered political subdivisions are American Greetings, Energizer, Thogus, Color Matrix, Brewer-Garret, No Shok, MGI, Codonics, Quadax, Southwest General Hospital, Zin Technology, Hycomp, and UPS. As these corporations grow their employee base grows bringing international experiences, shared cultures and global insights to the communities. With worldwide recognition and an international curriculum the International Baccalaureate Diploma Program at the high school level promotes community attraction for employees from around the world to take up residency in Westlake, Avon Lake, Berea, Brook Park, Middleburg Heights, and Rocky River. As the global society expands, so too will the populations of the partnership communities housing students and parents who desire the international mindedness of IB. The mutual benefits of establishing an IB Diploma program sponsored by these four communities can include internships, externships, partnerships for learning, and educating students who will desire to return to the region to work for the aforementioned corporations and positively impact their global influence and impact on Ohio's economy.

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

TAB 4: FINANCIAL DOCUMENTATION

**Tab 4: Financial Documentation**

**Recent three Years of Financial History:** The three year financial history documents for the Westlake City School District are found on the following nine pages. After discussions with Ms. Nyla Potter, Office of Redevelopment, we understand the three financial pages: balance sheet; statement of revenues, expenditures and changes in fund balances governmental funds; and the statement of revenues, expenditures and changes in fund balance-budget and actual (non-GAAP budgetary basis) general fund, from each of the past three years' Annual Financial Report are appropriate to share with the grant committee.

WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO

BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2011

	<u>General</u>	<u>Bond Retirement</u>	<u>Building</u>	<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
<b>Assets:</b>					
Equity in pooled cash and investments . . . . .	\$ 24,364,232	\$ 5,273,194	\$ 81,593,907	\$ 440,947	\$ 111,672,280
Receivables:					
Property taxes . . . . .	40,206,195	7,394,661	-	-	47,600,856
Accounts . . . . .	32,627	-	-	7,525	40,152
Accrued interest . . . . .	50,195	-	36,004	-	86,199
Intergovernmental . . . . .	-	-	-	409,450	409,450
Materials and supplies inventory . . . . .	6,540	-	-	2,459	8,999
Inventory held for resale . . . . .	-	-	-	6,561	6,561
Total assets . . . . .	<u>\$ 64,659,789</u>	<u>\$ 12,667,855</u>	<u>\$ 81,629,911</u>	<u>\$ 866,942</u>	<u>\$ 159,824,497</u>
<b>Liabilities:</b>					
Accounts payable . . . . .	\$ 356,698	\$ -	\$ -	\$ 41,469	\$ 398,167
Contracts payable . . . . .	-	-	250,680	-	250,680
Accrued wages and benefits . . . . .	5,071,732	-	-	184,953	5,256,685
Compensated absences payable . . . . .	179,962	-	-	-	179,962
Retirement incentive payable . . . . .	175,000	-	-	-	175,000
Intergovernmental payable . . . . .	1,720,462	-	-	81,699	1,802,161
Deferred revenue . . . . .	2,031,088	366,390	31,847	204,677	2,634,002
Unearned revenue . . . . .	<u>32,832,863</u>	<u>6,037,983</u>	<u>-</u>	<u>-</u>	<u>38,870,846</u>
Total liabilities . . . . .	<u>42,367,805</u>	<u>6,404,373</u>	<u>282,527</u>	<u>512,798</u>	<u>49,567,503</u>
<b>Fund Balances:</b>					
Nonspendable:					
Materials and supplies inventory . . . . .	6,540	-	-	9,020	15,560
Restricted:					
Debt service . . . . .	-	6,263,482	-	-	6,263,482
Capital improvements . . . . .	-	-	81,347,384	680	81,348,064
Adult education . . . . .	-	-	-	1,924	1,924
Food service operations . . . . .	-	-	-	47,955	47,955
Non-public schools . . . . .	-	-	-	30,095	30,095
Special education . . . . .	-	-	-	16,678	16,678
Targeted academic assistance . . . . .	-	-	-	4,004	4,004
Other purposes . . . . .	-	-	-	46,415	46,415
Extracurricular . . . . .	-	-	-	199,167	199,167
Assigned:					
Student instruction . . . . .	1,392,358	-	-	-	1,392,358
Student and staff support . . . . .	1,274,571	-	-	-	1,274,571
Facilities acquisition and construction . . . . .	157,956	-	-	-	157,956
School supplies . . . . .	21,089	-	-	-	21,089
Other purposes . . . . .	96,472	-	-	-	96,472
Unassigned (deficit) . . . . .	<u>19,342,998</u>	<u>-</u>	<u>-</u>	<u>(1,794)</u>	<u>19,341,204</u>
Total fund balances . . . . .	<u>22,291,984</u>	<u>6,263,482</u>	<u>81,347,384</u>	<u>354,144</u>	<u>110,256,994</u>
Total liabilities and fund balances . . . . .	<u>\$ 64,659,789</u>	<u>\$ 12,667,855</u>	<u>\$ 81,629,911</u>	<u>\$ 866,942</u>	<u>\$ 159,824,497</u>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	General	Bond Retirement	Building	Other Governmental Funds	Total Governmental Funds
<b>Revenues:</b>					
From local sources:					
Property taxes . . . . .	\$ 39,463,715	\$ 5,626,011	\$ -	\$ -	\$ 45,089,726
Tuition . . . . .	425,948	-	-	-	425,948
Transportation fees . . . . .	9,662	-	-	-	9,662
Earnings on investments . . . . .	258,868	-	303,164	207	562,239
Charges for services . . . . .	-	-	-	982,339	982,339
Extracurricular . . . . .	98,493	-	-	192,843	291,336
Classroom materials and fees . . . . .	253,414	-	-	-	253,414
Rental income . . . . .	42,216	-	-	3,930	46,146
Contributions and donations . . . . .	61,544	-	-	123,457	185,001
Contract services . . . . .	16,420	-	-	-	16,420
Other local revenues . . . . .	143,015	-	-	12,812	155,827
Intergovernmental - state . . . . .	10,823,041	554,547	-	502,583	11,880,171
Intergovernmental - federal . . . . .	-	1,351,964	-	2,490,434	3,842,398
<b>Total revenues . . . . .</b>	<b>51,596,336</b>	<b>7,532,522</b>	<b>303,164</b>	<b>4,308,605</b>	<b>63,740,627</b>
<b>Expenditures:</b>					
Current:					
Instruction:					
Regular . . . . .	22,180,042	-	-	160,788	22,340,830
Special . . . . .	4,573,721	-	-	696,346	5,270,067
Vocational . . . . .	258,978	-	-	-	258,978
Adult/continuing . . . . .	672	-	-	86,315	86,987
Other . . . . .	1,236,797	-	-	342,777	1,579,574
Support services:					
Pupil . . . . .	3,318,846	-	-	311,674	3,630,520
Instructional staff . . . . .	3,278,563	-	-	290,442	3,569,005
Board of education . . . . .	31,539	-	-	-	31,539
Administration . . . . .	2,946,801	-	-	13,731	2,960,532
Fiscal . . . . .	1,220,613	5,587	-	-	1,226,200
Business . . . . .	383,740	-	-	-	383,740
Operations and maintenance . . . . .	4,540,179	-	-	180,338	4,720,517
Pupil transportation . . . . .	4,681,708	-	-	9,949	4,691,657
Central . . . . .	126,730	-	-	20,925	147,655
Operation of non-instructional services:					
Other non-instructional services . . . . .	250,088	-	-	484,772	734,860
Food service operations . . . . .	-	-	-	1,230,889	1,230,889
Extracurricular activities . . . . .	1,242,596	-	-	334,344	1,576,940
Facilities acquisition and construction . . . . .	37,943	-	2,941,195	-	2,979,138
Debt service:					
Principal retirement . . . . .	63,859	2,040,000	-	-	2,103,859
Interest and fiscal charges . . . . .	20,816	4,189,012	-	-	4,209,828
Bond issuance costs . . . . .	-	-	714,366	-	714,366
<b>Total expenditures . . . . .</b>	<b>50,394,231</b>	<b>6,234,599</b>	<b>3,655,561</b>	<b>4,163,290</b>	<b>64,447,681</b>
Excess of revenues over (under) expenditures . . . . .	1,202,105	1,297,923	(3,352,397)	145,315	(707,054)
<b>Other financing sources (uses):</b>					
Premium on bonds and notes sold . . . . .	-	664,895	720,896	-	1,385,791
Sale of bonds . . . . .	-	-	84,055,000	-	84,055,000
Sale of capital assets . . . . .	407	-	-	-	407
Transfers in . . . . .	-	-	-	10,000	10,000
Transfers (out) . . . . .	(10,000)	-	-	-	(10,000)
<b>Total other financing sources (uses) . . . . .</b>	<b>(9,593)</b>	<b>664,895</b>	<b>84,775,896</b>	<b>10,000</b>	<b>85,441,198</b>
Net change in fund balances . . . . .	1,192,512	1,962,818	81,423,499	155,315	84,734,144
<b>Fund balances (deficit)</b>					
<b>at beginning of year (restated) . . . . .</b>	<b>21,099,472</b>	<b>4,300,664</b>	<b>(76,115)</b>	<b>198,829</b>	<b>25,522,850</b>
<b>Fund balances at end of year . . . . .</b>	<b>\$ 22,291,984</b>	<b>\$ 6,263,482</b>	<b>\$ 81,347,384</b>	<b>\$ 354,144</b>	<b>\$ 110,256,994</b>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCE - BUDGET AND ACTUAL (NON-GAAP BUDGETARY BASIS)  
GENERAL FUND  
FOR THE FISCAL YEAR ENDED JUNE 30, 2011

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance with Final Budget Positive (Negative)</u>
	<u>Original</u>	<u>Final</u>		
<b>Revenues:</b>				
From local sources:				
Property taxes . . . . .	\$ 38,556,489	\$ 38,920,289	\$ 39,082,365	\$ 162,076
Tuition . . . . .	39,334	39,705	39,870	165
Transportation fees . . . . .	9,532	9,622	9,662	40
Earnings on investments . . . . .	291,768	294,521	295,747	1,226
Classroom materials and fees . . . . .	16,145	16,297	16,365	68
Rental income . . . . .	42,195	42,593	42,770	177
Contract services . . . . .	16,199	16,352	16,420	68
Other local revenues . . . . .	9,857	9,950	9,991	41
Intergovernmental - state . . . . .	10,677,411	10,778,158	10,823,041	44,883
<b>Total revenues . . . . .</b>	<b>49,658,930</b>	<b>50,127,487</b>	<b>50,336,231</b>	<b>208,744</b>
<b>Expenditures:</b>				
Current:				
Instruction:				
Regular . . . . .	23,118,225	22,874,221	22,444,683	429,538
Special . . . . .	4,448,098	4,544,772	4,524,353	20,419
Vocational . . . . .	451,464	368,580	278,276	90,304
Adult/continuing . . . . .	-	750	750	-
Other . . . . .	2,507,786	2,409,118	2,168,806	240,312
Support services:				
Pupil . . . . .	3,576,098	3,641,150	3,477,966	163,184
Instructional staff . . . . .	3,360,469	3,445,456	3,403,839	41,617
Board of education . . . . .	42,421	42,421	30,609	11,812
Administration . . . . .	3,251,573	3,367,723	3,145,242	222,481
Fiscal . . . . .	1,264,110	1,272,595	1,264,652	7,943
Business . . . . .	399,535	560,308	556,760	3,548
Operations and maintenance . . . . .	5,379,326	5,492,257	4,944,521	547,736
Pupil transportation . . . . .	4,807,495	4,860,017	4,854,707	5,310
Central . . . . .	152,965	169,945	147,552	22,393
Extracurricular activities . . . . .	933,761	923,761	915,931	7,830
Facilities acquisition and construction . . . . .	161,591	197,248	195,898	1,350
<b>Total expenditures . . . . .</b>	<b>53,854,917</b>	<b>54,170,322</b>	<b>52,354,545</b>	<b>1,815,777</b>
Excess of revenues over (under) expenditures . . . . .	(4,195,987)	(4,042,835)	(2,018,314)	2,024,521
<b>Other financing sources (uses):</b>				
Refund of prior year's expenditures . . . . .	103,891	104,871	105,308	437
Transfers (out) . . . . .	(510,000)	(89,725)	(10,000)	79,725
Advances in . . . . .	118,501	119,619	120,117	498
Advances (out) . . . . .	(80,000)	(80,000)	(21,637)	58,363
Other uses . . . . .	(44,279)	(44,279)	(44,279)	-
Sale of capital assets . . . . .	402	405	407	2
<b>Total other financing sources (uses) . . . . .</b>	<b>(411,485)</b>	<b>10,891</b>	<b>149,916</b>	<b>139,025</b>
Net change in fund balance . . . . .	(4,607,472)	(4,031,944)	(1,868,398)	2,163,546
<b>Fund balance at beginning of year . . . . .</b>	<b>20,146,936</b>	<b>20,146,936</b>	<b>20,146,936</b>	<b>-</b>
<b>Prior year encumbrances appropriated . . . . .</b>	<b>2,784,326</b>	<b>2,784,326</b>	<b>2,784,326</b>	<b>-</b>
<b>Fund balance at end of year . . . . .</b>	<b>\$ 18,323,790</b>	<b>\$ 18,899,318</b>	<b>\$ 21,062,864</b>	<b>\$ 2,163,546</b>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

**BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2010**

	<b>General</b>	<b>Bond Retirement</b>	<b>Other Governmental Funds</b>	<b>Total Governmental Funds</b>
<b>Assets:</b>				
Equity in pooled cash and investments . . . . .	\$ 22,940,794	\$ 3,929,881	\$ 817,622	\$ 27,688,297
<b>Receivables:</b>				
Property taxes . . . . .	40,156,609	5,242,618	-	45,399,227
Accounts . . . . .	16,635	-	36	16,671
Accrued interest . . . . .	96,382	-	-	96,382
Interfund loans . . . . .	124,200	-	-	124,200
Intergovernmental . . . . .	-	-	397,623	397,623
Inventory held for resale . . . . .	-	-	4,420	4,420
Materials and supplies inventory . . . . .	17,507	-	1,501	19,008
<b>Total assets . . . . .</b>	<b>\$ 63,352,127</b>	<b>\$ 9,172,499</b>	<b>\$ 1,221,202</b>	<b>\$ 73,745,828</b>
<b>Liabilities:</b>				
Accounts payable . . . . .	\$ 133,847	\$ 638	\$ 67,321	\$ 201,806
Contracts payable . . . . .	-	-	87,881	87,881
Accrued wages and benefits . . . . .	4,827,892	-	218,305	5,046,197
Compensated absences payable . . . . .	251,858	-	-	251,858
Retirement incentive payable . . . . .	262,500	-	-	262,500
Intergovernmental payable . . . . .	1,783,495	-	139,441	1,922,936
Interfund loans payable . . . . .	-	-	124,200	124,200
Unearned revenue . . . . .	32,964,116	4,708,477	79,943	37,752,536
Deferred revenue . . . . .	2,279,698	162,720	130,646	2,573,064
<b>Total liabilities . . . . .</b>	<b>\$ 42,503,406</b>	<b>\$ 4,871,835</b>	<b>\$ 847,737</b>	<b>\$ 48,222,978</b>
<b>Fund Balances:</b>				
Reserved for encumbrances . . . . .	2,666,902	-	123,038	2,789,940
Reserved for tax revenue unavailable for appropriation . . . . .	5,001,385	371,421	-	5,372,806
Reserved for debt service . . . . .	-	3,929,243	-	3,929,243
<b>Unreserved, undesignated (deficit), reported in:</b>				
General fund . . . . .	13,180,434	-	-	13,180,434
Special revenue funds . . . . .	-	-	325,863	325,863
Capital projects funds . . . . .	-	-	(75,436)	(75,436)
<b>Total fund balances . . . . .</b>	<b>20,848,721</b>	<b>4,300,664</b>	<b>373,465</b>	<b>25,522,850</b>
<b>Total liabilities and fund balances . . . . .</b>	<b>\$ 63,352,127</b>	<b>\$ 9,172,499</b>	<b>\$ 1,221,202</b>	<b>\$ 73,745,828</b>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2010**

	<u>General</u>	<u>Bond Retirement</u>	<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
<b>Revenues:</b>				
From local sources:				
Property taxes . . . . .	\$ 38,444,417	\$ 2,686,959	\$ -	\$ 41,131,376
Tuition . . . . .	16,032	-	387,298	403,330
Transportation fees . . . . .	8,867	-	-	8,867
Charges for services . . . . .	-	-	963,486	963,486
Earnings on investments . . . . .	278,049	-	244	278,293
Extracurricular . . . . .	-	-	332,193	332,193
Classroom materials and fees . . . . .	15,502	-	273,694	289,196
Rental income . . . . .	66,563	-	4,050	70,613
Contributions and donations . . . . .	-	-	154,134	154,134
Contract services . . . . .	16,769	-	-	16,769
Other local revenues . . . . .	79,077	-	29,043	108,120
Intergovernmental - State . . . . .	10,923,353	309,278	475,813	11,708,444
Intergovernmental - Federal . . . . .	-	-	2,498,456	2,498,456
Total revenue . . . . .	<u>49,848,629</u>	<u>2,996,237</u>	<u>5,118,411</u>	<u>57,963,277</u>
<b>Expenditures:</b>				
Current:				
Instruction:				
Regular . . . . .	21,637,191	-	437,615	22,074,806
Special . . . . .	4,191,352	-	679,690	4,871,042
Vocational . . . . .	271,866	-	-	271,866
Adult/continuing . . . . .	78	-	58,504	58,582
Other . . . . .	923,047	-	339,624	1,262,671
Support services:				
Pupil . . . . .	3,029,630	-	414,762	3,444,392
Instructional staff . . . . .	3,107,108	-	304,450	3,411,558
Board of education . . . . .	25,952	-	-	25,952
Administration . . . . .	2,879,970	-	95,976	2,975,946
Fiscal . . . . .	1,167,127	16,736	-	1,183,863
Business . . . . .	349,305	-	-	349,305
Operations and maintenance . . . . .	4,291,893	-	158,133	4,450,026
Pupil transportation . . . . .	4,449,511	-	179,283	4,628,794
Central . . . . .	130,941	-	22,354	153,295
Operation of non-instructional services:				
Food service operations . . . . .	-	-	1,200,931	1,200,931
Other non-instructional services . . . . .	-	-	748,294	748,294
Extracurricular activities . . . . .	923,994	-	708,126	1,632,120
Facilities acquisition and construction . . . . .	448,879	-	87,979	536,858
Debt service:				
Principal retirement . . . . .	58,966	1,920,000	-	1,978,966
Interest and fiscal charges . . . . .	25,712	821,452	-	847,164
Total expenditures . . . . .	<u>47,912,522</u>	<u>2,758,188</u>	<u>5,435,721</u>	<u>56,106,431</u>
Excess (deficiency) of revenues over (under) expenditures . . . . .	<u>1,936,107</u>	<u>238,049</u>	<u>(317,310)</u>	<u>1,856,846</u>
<b>Other financing sources (uses):</b>				
Sale of capital assets . . . . .	900	-	-	900
Transfers in . . . . .	-	-	10,000	10,000
Transfers (out) . . . . .	(10,000)	-	-	(10,000)
Total other financing sources (uses) . . . . .	<u>(9,100)</u>	<u>-</u>	<u>10,000</u>	<u>900</u>
Net change in fund balances . . . . .	1,927,007	238,049	(307,310)	1,857,746
Fund balances at beginning of year . . . . .	18,921,714	4,062,615	680,775	23,665,104
Fund balances at end of year . . . . .	<u>\$ 20,848,721</u>	<u>\$ 4,300,664</u>	<u>\$ 373,465</u>	<u>\$ 25,522,850</u>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCE - BUDGET AND ACTUAL (NON-GAAP BUDGETARY BASIS)  
GENERAL FUND  
FOR THE FISCAL YEAR ENDED JUNE 30, 2010

	Budgeted Amounts		Actual	Variance with
	Original	Final		Final Budget Positive (Negative)
<b>Revenues:</b>				
From local sources:				
Property taxes . . . . .	\$ 35,151,023	\$ 38,641,233	\$ 39,065,633	\$ 424,400
Tuition . . . . .	14,740	16,204	16,382	178
Transportation fees . . . . .	7,978	8,771	8,867	96
Earnings on investments . . . . .	373,431	410,509	415,018	4,509
Classroom materials and fees . . . . .	13,949	15,334	15,502	168
Rental income . . . . .	61,599	67,715	68,459	744
Contract services . . . . .	15,089	16,587	16,769	182
Other local revenues . . . . .	10,966	12,055	12,187	132
Intergovernmental - State . . . . .	9,828,769	10,804,686	10,923,354	118,668
Total revenue . . . . .	<u>45,477,544</u>	<u>49,993,094</u>	<u>50,542,171</u>	<u>549,077</u>
<b>Expenditures:</b>				
Current:				
Instruction:				
Regular . . . . .	22,307,424	22,057,641	21,964,236	93,405
Special . . . . .	3,820,897	4,184,687	4,175,621	9,066
Vocational . . . . .	458,637	517,923	326,762	191,161
Other . . . . .	2,276,111	2,194,843	1,925,375	269,468
Support Services:				
Pupil . . . . .	3,295,159	3,371,598	3,312,322	59,276
Instructional staff . . . . .	3,219,943	3,204,395	3,135,970	68,425
Board of education . . . . .	42,781	42,781	30,330	12,451
Administration . . . . .	3,184,997	3,052,646	2,959,499	93,147
Fiscal . . . . .	1,210,648	1,220,501	1,216,529	3,972
Business . . . . .	495,398	477,507	467,441	10,066
Operations and maintenance . . . . .	4,953,229	5,331,062	4,837,470	493,592
Pupil transportation . . . . .	4,510,109	4,499,527	4,487,550	11,977
Central . . . . .	126,307	166,852	166,720	132
Extracurricular activities . . . . .	862,246	897,631	897,083	548
Facilities acquisition and construction . . . . .	544,252	619,402	617,933	1,469
Total expenditures . . . . .	<u>51,308,138</u>	<u>51,838,996</u>	<u>50,520,841</u>	<u>1,318,155</u>
Excess of revenues over (under) expenditures . . . . .	<u>(5,830,594)</u>	<u>(1,845,902)</u>	<u>21,330</u>	<u>1,867,232</u>
<b>Other financing sources (uses):</b>				
Refund of prior year's expenditures . . . . .	136,431	149,978	151,625	1,647
Transfers (out) . . . . .	(510,000)	(15,680)	(10,000)	5,680
Advances in . . . . .	25,508	28,041	28,349	308
Advances (out) . . . . .	(169,500)	(132,994)	(132,994)	-
Other uses . . . . .	(44,279)	(44,279)	(44,279)	-
Sale of capital assets . . . . .	810	890	900	10
Total other financing sources (uses) . . . . .	<u>(561,030)</u>	<u>(14,044)</u>	<u>(6,399)</u>	<u>7,645</u>
Net change in fund balance . . . . .	(6,391,624)	(1,859,946)	14,931	1,874,877
Fund balance at beginning of year . . . . .	17,509,460	17,509,460	17,509,460	-
Prior year encumbrances appropriated . . . . .	2,622,545	2,622,545	2,622,545	-
Fund balance at end of year . . . . .	<u>\$ 13,740,381</u>	<u>\$ 18,272,059</u>	<u>\$ 20,146,936</u>	<u>\$ 1,874,877</u>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

Year 3: end June 2009

BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2009

	<u>General</u>	<u>Bond Retirement</u>	<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
<b>Assets:</b>				
Equity in pooled cash and investments . . . . .	\$ 20,207,324	\$ 3,664,232	\$ 915,760	\$ 24,787,316
Receivables:				
Taxes . . . . .	39,507,530	2,734,218	-	42,241,748
Accounts . . . . .	103,616	-	1,787	105,403
Intergovernmental . . . . .	-	-	204,398	204,398
Accrued interest . . . . .	164,857	-	-	164,857
Interfund loans . . . . .	19,555	-	-	19,555
Inventory held for resale . . . . .	-	-	4,276	4,276
Materials and supplies inventory . . . . .	12,008	-	2,009	14,017
Total assets . . . . .	<u>\$ 60,014,890</u>	<u>\$ 6,398,450</u>	<u>\$ 1,128,230</u>	<u>\$ 67,541,570</u>
<b>Liabilities:</b>				
Accounts payable . . . . .	\$ 222,454	\$ -	\$ 28,597	\$ 251,051
Accrued wages and benefits . . . . .	4,795,756	-	157,394	4,953,150
Compensated absences payable . . . . .	285,410	-	-	285,410
Retirement incentive payable . . . . .	212,500	-	-	212,500
Intergovernmental payable . . . . .	1,606,243	-	133,495	1,739,738
Interfund loan payable . . . . .	-	-	19,555	19,555
Deferred revenue . . . . .	1,674,850	112,647	108,414	1,895,911
Unearned revenue . . . . .	<u>32,295,963</u>	<u>2,223,188</u>	<u>-</u>	<u>34,519,151</u>
Total liabilities . . . . .	<u>41,093,176</u>	<u>2,335,835</u>	<u>447,455</u>	<u>43,876,466</u>
<b>Fund Balances:</b>				
Reserved for encumbrances . . . . .	2,447,638	-	152,652	2,600,290
Reserved for property tax unavailable for appropriation . . . . .	5,616,831	398,195	-	6,015,026
Reserved for debt service . . . . .	-	3,664,420	-	3,664,420
Unreserved, undesignated, reported in:				
General fund . . . . .	10,857,245	-	-	10,857,245
Special revenue funds . . . . .	-	-	516,687	516,687
Capital projects funds . . . . .	<u>-</u>	<u>-</u>	<u>11,436</u>	<u>11,436</u>
Total fund balances . . . . .	<u>18,921,714</u>	<u>4,062,615</u>	<u>680,775</u>	<u>23,665,104</u>
Total liabilities and fund balances . . . . .	<u>\$ 60,014,890</u>	<u>\$ 6,398,450</u>	<u>\$ 1,128,230</u>	<u>\$ 67,541,570</u>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2009**

	<u>General</u>	<u>Bond Retirement</u>	<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
<b>Revenues:</b>				
From local sources:				
Taxes . . . . .	\$ 40,643,668	\$ 2,687,928	\$ -	\$ 43,331,596
Tuition . . . . .	15,510	-	402,000	417,510
Transportation fees . . . . .	17,201	-	-	17,201
Charges for services . . . . .	-	-	933,603	933,603
Earnings on investments . . . . .	799,497	-	2,530	802,027
Extracurricular . . . . .	-	-	326,839	326,839
Classroom materials and fees . . . . .	14,975	-	227,389	242,364
Rentals . . . . .	97,238	-	5,050	102,288
Contributions and donations . . . . .	-	-	130,720	130,720
Other local revenues . . . . .	165,789	-	33,379	199,168
Intergovernmental - State . . . . .	10,254,824	301,242	554,562	11,110,628
Intergovernmental - Federal . . . . .	-	-	1,814,778	1,814,778
Total revenue . . . . .	<u>52,008,702</u>	<u>2,989,170</u>	<u>4,430,850</u>	<u>59,428,722</u>
<b>Expenditures:</b>				
Current:				
Instruction:				
Regular . . . . .	21,061,904	-	478,397	21,540,301
Special . . . . .	3,782,119	-	580,631	4,362,750
Vocational . . . . .	433,570	-	-	433,570
Adult/continuing . . . . .	55	-	106,905	106,960
Other . . . . .	1,041,855	-	-	1,041,855
Support services:				
Pupil . . . . .	3,062,547	-	269,845	3,332,392
Instructional staff . . . . .	2,945,875	-	297,340	3,243,215
Board of education . . . . .	33,885	-	331	34,216
Administration . . . . .	2,951,924	-	94,085	3,046,009
Fiscal . . . . .	1,163,844	5,941	-	1,169,785
Business . . . . .	452,497	-	-	452,497
Operations and maintenance . . . . .	4,482,016	-	-	4,482,016
Pupil transportation . . . . .	4,247,517	-	-	4,247,517
Central . . . . .	105,681	-	36,028	141,709
Operation of non-instructional services:				
Food service operations . . . . .	-	-	1,167,000	1,167,000
Other non-instructional services . . . . .	-	-	792,378	792,378
Extracurricular activities . . . . .	833,083	-	709,746	1,542,829
Facilities acquisition and construction . . . . .	656,758	-	3,289	660,047
Capital outlay . . . . .	348,014	-	-	348,014
Debt service:				
Principal retirement . . . . .	11,167	1,805,000	-	1,816,167
Interest and fiscal charges . . . . .	617	871,667	-	872,284
Total expenditures . . . . .	<u>47,614,928</u>	<u>2,682,608</u>	<u>4,535,975</u>	<u>54,833,511</u>
Excess of revenues over (under) expenditures . . . . .	<u>4,393,774</u>	<u>306,562</u>	<u>(105,125)</u>	<u>4,595,211</u>
<b>Other financing sources (uses):</b>				
Transfers in . . . . .	-	-	10,000	10,000
Transfers (out) . . . . .	(10,000)	-	-	(10,000)
Inception of capital lease transaction . . . . .	348,014	-	-	348,014
Sale of capital assets . . . . .	1,144	-	-	1,144
Total other financing sources (uses) . . . . .	<u>339,158</u>	<u>-</u>	<u>10,000</u>	<u>349,158</u>
Net change in fund balances . . . . .	4,732,932	306,562	(95,125)	4,944,369
<b>Fund balances at beginning of year (restated)</b> . . . . .	<u>14,188,782</u>	<u>3,756,053</u>	<u>775,900</u>	<u>18,720,735</u>
<b>Fund balances at end of year</b> . . . . .	<u>\$ 18,921,714</u>	<u>\$ 4,062,615</u>	<u>\$ 680,775</u>	<u>\$ 23,665,104</u>

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**WESTLAKE CITY SCHOOL DISTRICT  
CUYAHOGA COUNTY, OHIO**

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
FUND BALANCE - BUDGET AND ACTUAL (NON-GAAP BUDGETARY BASIS)  
GENERAL FUND  
FOR THE FISCAL YEAR ENDED JUNE 30, 2009

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
<b>Revenues:</b>				
From local sources:				
Taxes . . . . .	\$ 35,930,653	\$ 36,632,823	\$ 40,487,648	\$ 3,854,825
Tuition . . . . .	13,454	13,717	15,160	1,443
Transportation fees . . . . .	16,190	16,506	18,243	1,737
Earnings on investments . . . . .	578,019	589,315	651,328	62,013
Classroom materials and fees . . . . .	13,290	13,549	14,975	1,426
Rentals . . . . .	86,063	87,745	96,978	9,233
Contract services . . . . .	16,396	16,716	18,475	1,759
Other local revenues . . . . .	5,775	5,887	6,507	620
Intergovernmental - State . . . . .	9,100,616	9,278,463	10,254,824	976,361
Total revenue . . . . .	45,760,456	46,654,721	51,564,138	4,909,417
<b>Expenditures:</b>				
Current:				
Instruction:				
Regular . . . . .	22,105,444	21,869,781	21,273,429	596,352
Special . . . . .	3,591,164	3,751,483	3,641,902	109,581
Vocational . . . . .	432,530	439,026	431,248	7,778
Other . . . . .	2,428,335	2,262,287	1,786,046	476,241
Support services:				
Pupil . . . . .	3,162,753	3,247,421	3,185,991	61,430
Instructional staff . . . . .	2,888,806	3,045,759	2,980,569	65,190
Board of education . . . . .	31,482	35,947	32,920	3,027
Administration . . . . .	2,943,408	3,136,520	3,063,226	73,294
Fiscal . . . . .	1,215,287	1,196,529	1,168,736	27,793
Business . . . . .	482,298	483,418	464,023	19,395
Operations and maintenance . . . . .	4,505,072	4,640,988	4,623,580	17,408
Pupil transportation . . . . .	4,485,722	4,291,262	4,236,428	54,834
Central . . . . .	173,581	145,646	131,280	14,366
Extracurricular activities . . . . .	843,301	854,513	825,354	29,159
Facilities acquisition and construction . . . . .	795,979	1,155,508	1,139,475	16,033
Total expenditures . . . . .	50,085,162	50,556,088	48,984,207	1,571,881
Excess of revenues over (under) expenditures . . . . .	(4,324,706)	(3,901,367)	2,579,931	6,481,298
<b>Other financing sources (uses):</b>				
Refund of prior year expenditure . . . . .	37,695	38,432	42,476	4,044
Refund of prior year receipts . . . . .	-	(17)	(17)	-
Transfers (out) . . . . .	(510,000)	(10,000)	(10,000)	-
Advances in . . . . .	41,864	42,682	47,173	4,491
Advances (out) . . . . .	(21,000)	(55,778)	(54,179)	1,599
Other uses . . . . .	(50,000)	(44,279)	(44,279)	-
Sale of capital assets . . . . .	1,015	1,035	1,144	109
Total other financing sources (uses) . . . . .	(500,426)	(27,925)	(17,682)	10,243
Net change in fund balance . . . . .	(4,825,132)	(3,929,292)	2,562,249	6,491,541
Fund balance at beginning of year . . . . .	12,436,272	12,436,272	12,436,272	-
Prior year encumbrances appropriated . . . . .	2,510,939	2,510,939	2,510,939	-
Fund balance at end of year . . . . .	\$ 10,122,079	\$ 11,017,919	\$ 17,509,460	\$ 6,491,541

SEE ACCOMPANYING NOTES TO THE BASIC FINANCIAL STATEMENTS

**Anticipated Project Costs:** The **1 Year Budget for Innovation Fund Grant** and the **1 Year Budget for In-Kind/Matching Funds** are located on the following two pages. Please note that **all In-Kind services will be documented per the Local Government Innovation Fund Program Policy 2.06.**

**Percentage of local matching funds:** 121%

<b>Innovation Grant Budget</b>	<b>Costs</b>	
<b>Grant Request</b>		
IB Coordinator Salary	\$ 13,979.05	
IB Cordinator Benefits	\$ 1,620.95	
sub total Coordinator		\$ 15,600.00
IB Training for 37 (registration) 20 Teachers 4 Counselor (Consortium) 4 Consortium Representatives 8 Administrators 1 IB Coordinator	\$ 29,600.00	
sub total IB registration		\$ 29,600.00
IB Consideration	\$ 10,400.00	
Travel (Hotel and airfare)	\$ 44,400.00	
sub total consideration and travel		\$ 54,800.00
<b>TOTAL GRANT REQUEST: INNOVATION FUNDS *</b>		<b>\$ 100,000.00</b>
* NOTE: All In-Kind services will be documented per the Local Government Innovation Fund Program Policy 2.06		

<b>Innovation Grant Matching/In-Kind</b>	<b>Costs</b>	
IB Coordinator Salary Spring 2012	\$ 3,245.19	
IB Cordinator Benefits Spring 2012	\$ 1,307.17	
IB Coordinator Salary 2012/13	\$ 30,704.08	
IB Cordinator Benefits 2012/13	\$ 3,592.38	
sub total IB Coordinator**		\$ 38,848.82
<b>Substitute Teachers</b>		
20 Subs for 5 days during IB training	\$ 7,500.00	
20 Subs benefits for 5 days	\$ 1,275.00	
20 Subs for 6 1/2 days for feasibility study	\$ 4,500.00	
20 Subs benefits for 6 days	\$ 765.00	
Teacher Stipends: Summer Workshop 3 days 20 Teachers @ \$25/hr	\$ 12,000.00	
sub total substitutes and stipends		\$ 26,040.00
<b>Salaries In-Kind for PD - Consortium Coordinator Mtg 6 - 1/2 days</b>		
20 Teachers	\$ 22,200.00	
4 Counselor (Consortium)	\$ 4,400.00	
4 Consortium Representatives	\$ 5,400.00	
8 Administrators	\$ 10,800.00	
EMIS Coordinator & Secretary	\$ 4,000.00	
sub total salaries		\$ 46,800.00
<b>Other In-Kind Provisions</b>		
IB-Diploma Programme Kit - 4	\$ 1,000.00	
IB - Diploma Programme Materials	\$ 3,000.00	
Paper and Copy Costs	\$ 1,000.00	
Postage	\$ 50.00	
Lap top	\$ 2,000.00	
Grade Program	\$ 1,000.00	
Mileage - visit other IB schools	\$ 2,220.00	
sub total other expenses		\$ 10,270.00
<b>TOTAL IN-KIND Support for FEASIBILITY STUDY*</b>	***	\$ 121,958.82

\* NOTE: All In-Kind services will be documented per the Local Government Innovation Fund Program Policy 2.06

\*\* A Matching Nordson Corporation Foundation Grant of \$16,000 was applied for to support the IB Coordinator's Salary.

\*\*\* In-Kind/Matching funds total \$100,000 for a 100% match to the dollars requested from the Local Government Innovation Fund.

**Three Years of Financial Projections:** The lead applicant, Westlake City School District, respectfully requests The Local Government Innovation Fund for a grant of \$100,000 on behalf of the consortium of four school districts; Westlake, Avon Lake, Berea, and Rocky River partnering for the feasibility study of the establishment of an International Baccalaureate High School. If each of these school districts were to take on this feasibility study independently the costs incurred would be the combination of the Innovative Grant request of \$100,000 and the matching/in-kind funds of \$121,958.82, for a total of \$221,958.82 per year. Over a three year time period each school district would spend \$665,876.46 ( $\$221,958.82 \times 3 \text{ years} = \$665,876.46$ ). This total times the four districts amounts to a cost of \$2,663,505.84 ( $\$665,876.46 \times 4 \text{ districts} = \$2,663,505.84$ ). Based on the fact that each of the four districts has submitted an "Executed Partnership Agreement" all four entities share the In-Kind/Matching costs of \$121,958. Therefore each partner has the responsibility of \$30,489 ( $\$121,958/4 \text{ districts} = \$30,489$ ) Subtracting the \$30,489 from the total costs of \$221,958, the incurred savings is \$191,469 per partner, per year; \$765,876 a year. Saving projections for three years is \$2,297, 628 for the four educational subdivisions.

Please note, once the candidacy phase begins, teaching costs will be pooled. Therefore in year 2 and year 3, eight teacher salaries and benefits of approximately \$733,000 per year will be added to the IB costs. Using the logic of pooling teachers for one IB high school, the savings in teacher salaries equates to an added \$4,39,800 ( $\$733,000 \times 3 \text{ districts} \times 2 \text{ years} = \$439,800$ ) in year 2 and year 3 combined. Therefore, the total financial saving projection for three years is \$6,695,628. This does not take into consideration educator raises or increases in benefits. All costs shown are in today's dollars.

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

TAB 5: SUPPORTING DOCUMENTATION

**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.

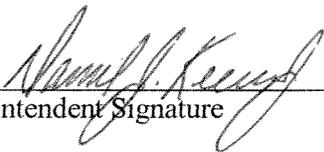
Participating districts support for the International Baccalaureate (IB) feasibility study will be proportionally determined to specifically support either through in-kind or matching funds for the following: Coordinator Costs, IB Workshops to develop units and Program of Inquiries, Substitute teachers 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

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

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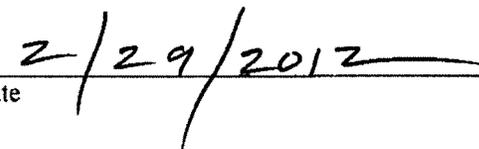
**Robert Scott**

\_\_\_\_\_  
Superintendent Name

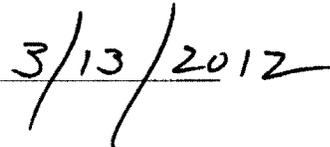
  
\_\_\_\_\_  
Superintendent Signature

**Avon Lake**

\_\_\_\_\_  
Participating District

  
\_\_\_\_\_  
Date

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



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

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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

*Michael Sheppard*

Superintendent Signature

*2-29-12*

Date

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

**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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Michael Shoaf  
Superintendent Name

Rocky River  
Participating District

  
Superintendent Signature

2-29-12  
Date

Date of Board Meeting for Resolution (on or prior to April 30) 03/15/2012

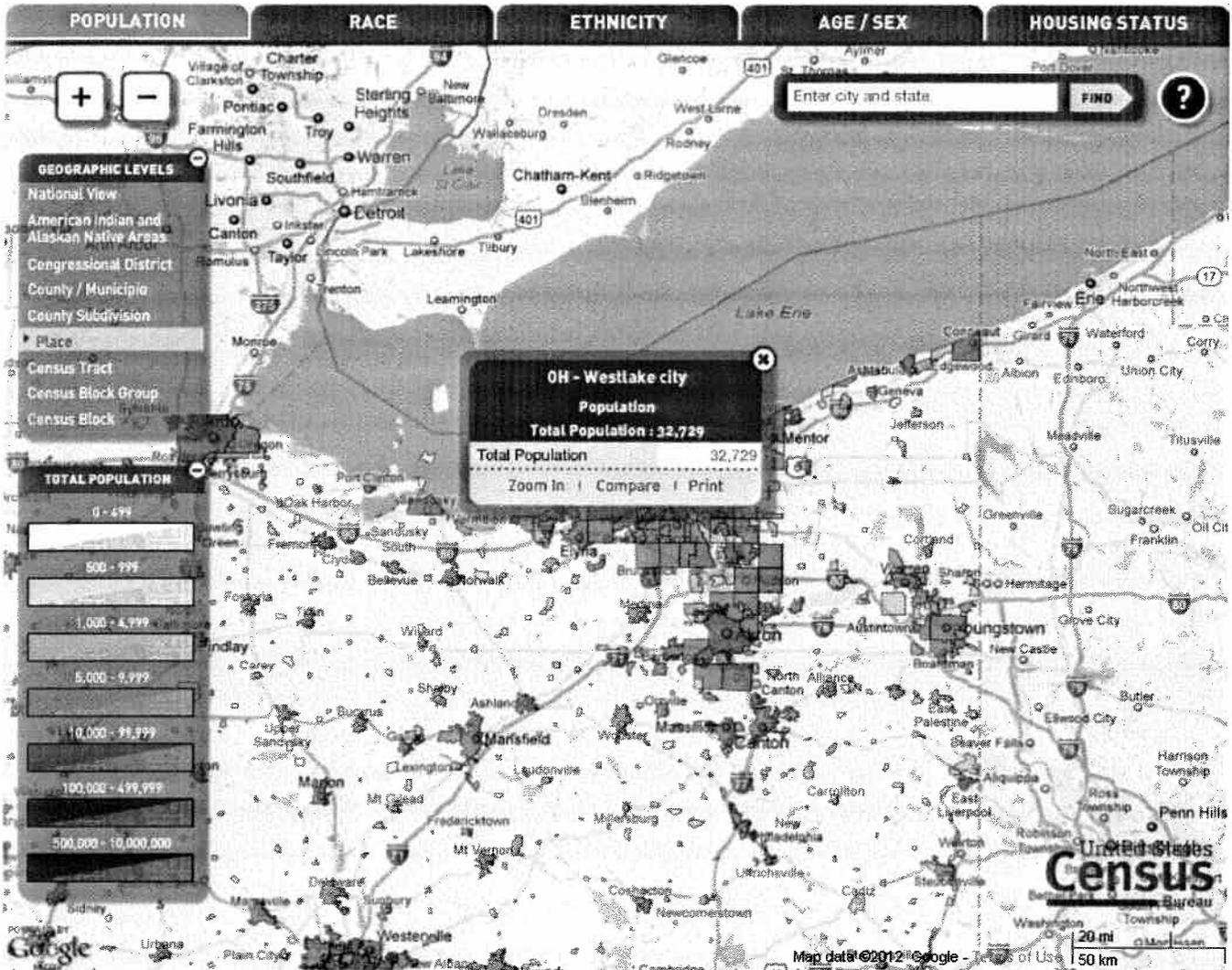
**Resolution of Support from Applicant and Collaborative Partners:** The resolution of support from each of the four educational political subdivisions of Westlake, Avon Lake, Berea, and Rocky River will be in the hands of the Local Government Innovation Grant Committee by April 30, 2012. As shown on the Executed Partnership Agreements, each school district has designated a date for Board of Education approval.

**Audit, Performance or Other:** N/A The partnership for the Westshore International Baccalaureate High School is a newly formed partnership created by the superintendent's of the four school districts to establish a shared high school venue of global learning. The vision of pooled resources, conservation of costs and sharing of teaching staff is a creative educational strategy that has grown out of curriculum and student needs.

**Text View:** [2010 Census Interactive Population Search](#)

Many of the 2010 Census Demographic Profiles are ready for viewing. These profiles provide more subject detail than the recently released 2010 Census redistricting data files. These profiles provide details about race and Hispanic groups, age, sex and housing status. The profiles will be released on a state-by-state basis for each of the 50 states, the District of Columbia and Puerto Rico. Use this map to explore 2010 Census Demographic Profile data.

[Learn more](#) about the demographic profiles and which states are next.



[Download summary files](#)

**Please note:** Data for American Indian and Alaska Native areas are shown for the portion within each state, and only as each state's data are released.

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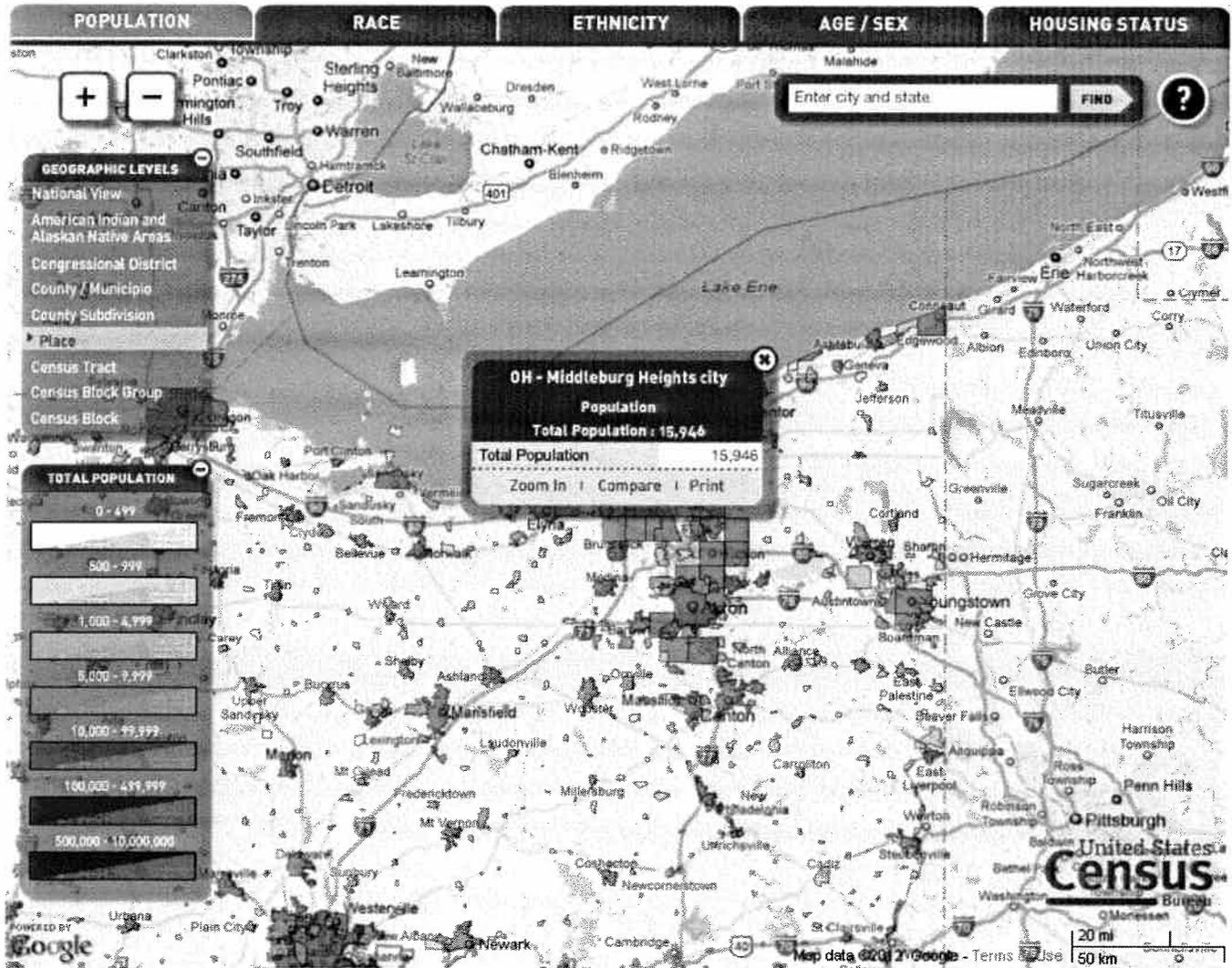
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# Local Government Innovation Fund Project Selection Methodology

## Completeness and Eligibility Review

Eligibility Item	Description	Complete	Incomplete
<b>Financial Information</b>	<i>Did the applicant include each of the following documents: 1) Three years of financial history (income statement, balance sheet and statement of cash flows); 2) The amount and type of funds requested; 3) The percentage of local matching funds available; 4) Information about in-kind contributions; 5) At least three years of financial projections; 6) If applicable, a description of the expected savings?</i>	✓	
<b>Executed Partnership Agreement</b>	<i>Did the applicant include an <b>executed</b> partnership agreement that 1) separately lists each of the partners involved in the project, 2) outlines the nature of the partnership, and 3) explains how the main applicants and partners will work together on the proposed project?</i>	✓	
<b>Resolution(s) of Support</b>	<i>Did the applicant include a resolution of support from its governing entity? If the application includes collaborative partners, is there a resolution of support for each of the collaborative partners named in the application?</i>	✓ <i>auth by ACE</i>	<i>Resolution by 10/30/12</i>
<b>Demonstration of Match Requirement</b>	<i>Did the applicant demonstrate a match investment <b>equal to at least 10 percent</b> of the total costs of the eligible project? (Please note, match investments may include any combination of local, public or private funds).</i>	✓	
<b>Complete and Eligible</b>	<i>Is the application complete and eligible for review?</i>	✓	

## Local Government Innovation Fund Project Selection Methodology

### Section 1: Financing Measures

Financing Measures	Description	Criteria	Max Points
<b>Financial Information</b>	<i>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.</i>	Applicant provides a thorough, detailed and complete financial information	5
		Applicant provided more than minimum requirements but did not provide additional justification or support	3
		Applicant provided minimal financial information	1
		<b>Total Possible Points</b>	<b>5</b>
<b>Repayment Structure (Loan Only)</b>	<i>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.)</i>	Applicant clearly demonstrates a secondary repayment source.	5
		Applicant does not have a secondary repayment source.	0
		<b>Total Possible Points</b>	<b>5</b>
<b>Local Match</b>	<i>Percentage of local matching funds being contributed to the project. This may include in-kind contributions.</i>	70% or greater	5
		40-69.99%	3
		10-39.99%	1
		<b>Total Possible Points</b>	<b>5</b>
<b>Total Points Available</b>		<b>15</b>	

### Section 2: Collaborative Measures

Collaborative Measures	Description	Criteria	Points
<b>Population</b>	<i>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.</i>	Applicant (or collaborative partner) is not a county and has a population of less than 20,000 residents	5
		Applicant (or collaborative partner) is a county but has less than 235,000	5
		Applicant (or collaborative partner) is not a county but has a population 20,001 or greater.	3
		Applicant (or collaborative partner) is a county with a population of 235,001 residents or more	3
		<b>Total Possible Points</b>	<b>5</b>
<b>Participating Entities</b>	<i>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.</i>	More than one applicant	5
		Single applicant	1
		<b>Total Possible Points</b>	<b>5</b>
<b>Total Points Available</b>		<b>10</b>	

## Local Government Innovation Fund Project Selection Methodology

### Section 3: Success Measures

Success Measures	Description	Criteria	Points
<b>Expected Return</b>	<i>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. The expected return is ranked in one of the following percentage categories:</i>	75% or greater	30
		25.01% to 74.99%	20
		Less than 25%	10
		<b>Total Possible Points</b>	<b>30</b>
<b>Past Success</b>	<i>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.</i>	Yes	5
		No	0
		<b>Total Possible Points</b>	<b>5</b>
<b>Scalable/Replicable Proposal</b>	<i>Applicant's proposal can be replicated by other local governments or scaled for the inclusion of other local governments.</i>	The project is both scalable and replicable	10
		The project is either scalable or replicable	5
		Does not apply	0
		<b>Total Possible Points</b>	<b>10</b>
<b>Probability of Success</b>	<i>Applicant provides a documented need for the project and clearly outlines the likelihood of the need being met.</i>	Provided	5
		Not Provided	0
		<b>Total Possible Points</b>	<b>5</b>
<b>Total Points Available</b>			<b>50</b>

### Section 4: Significance Measures

Significance Measures	Description	Criteria	Points Assigned
<b>Performance Audit Implementation/Cost Benchmarking</b>	<i>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.</i>	Project implements a recommendation from an audit or is informed by benchmarking	5
		Project does not implement a recommendation from an audit and is not informed by benchmarking	0 NA
		<b>Total Possible Points</b>	<b>5</b>
<b>Economic Impact</b>	<i>Applicant demonstrates the project will promote a 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)</i>	Applicant clearly demonstrates economic impact	5
		Applicant mentions but does not prove economic impact	3
		Applicant does not demonstrate an economic impact	0
		<b>Total Possible Points</b>	<b>5</b>
<b>Response to Economic Demand</b>	<i>The project responds to current substantial changes in economic demand for local or regional government services.</i>	Yes	5
		No	0
		<b>Total Possible Points</b>	<b>5</b>
<b>Total Points Available</b>			<b>15</b>

### Section 5: Council Measures

Council Measures	Description	Criteria	Points Assigned
<b>Council Preference</b>	<i>Council Ranking for Competitive Rounds</i>	The applicant demonstrates innovation or inventiveness with the project	10
		<b>Total Possible Points</b>	<b>10</b>
<b>Total Points Available</b>			<b>10</b>

Total Points 100  
Total Points Possible 100

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

ATTACHMENTS



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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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## 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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History	Diploma Programme	Heads and principals	
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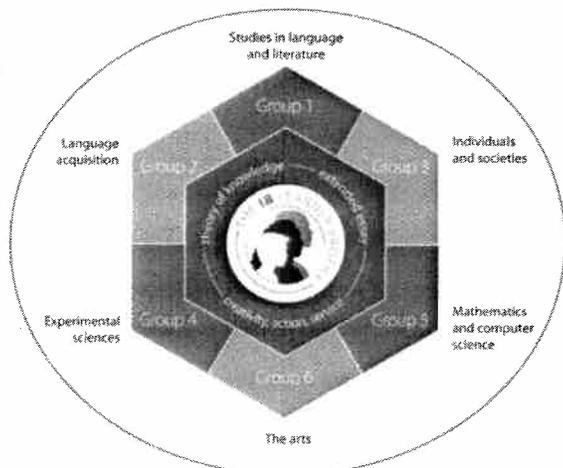
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## Diploma Programme curriculum

### 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**

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***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;   | <i>Our students achieve at the highest levels; we use rigorous local, state, national and international measures to assess and ensure student preparedness.</i>                             |
| 2. Exceptional Progress by All Students;   | <i>We address the needs of all learners and ensure our students' progress exceeds a year's expected growth.</i>   |
| 3. Internationally Competitive, Capable, Engaged and Experienced Students;       | <i>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.</i> |
| 4. Relevant Service Learning and Experiential Learning for All Students;         | <i>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.</i>                        |
| 5. Seamless Integration of Technology to Maximize Learning;                      | <i>Our students confidently and effectively utilize technology to support their learning and enhance their lives.</i>   |
| 6. An All-Inclusive Environment; and   | <i>We engage all students to learn in an environment that is safe and respectful in order to foster full involvement.</i>   |
| 7. Learning Environments that Promote Wellness and Environmental Responsibility. | <i>Our learning environments emphasize and support wellness as well as environmental responsibility.</i>  |



## **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

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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



Ad.6

**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 <sup>st</sup> Sem. 10-11
c.	Develop a team to study how others have implemented 2 <sup>nd</sup> language at the primary and how the languages would feed into a larger primary-12 <sup>th</sup> grade program	Elementary principals and teachers; World Language teachers, and Academic Svcs.	Professional days / release time/ outside of school committee work	1 <sup>st</sup> 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 <sup>nd</sup> 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 <sup>nd</sup> 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 <sup>st</sup> sem. 2010 Continuing



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

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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**

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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**

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> When
a.	List appropriate interventions/extensions and plan for staff training	Academic Svcs. and Pupil Svcs.		1 <sup>st</sup> 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**

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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**

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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 frame work with an emphasis on global awareness including instruction in a second language at the primary level**

	<b>TASKS</b> What will be done	<b>RESPONSIBILITIES</b> Who will do it	<b>RESOURCES</b> How we support	<b>TIMELINE</b> 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 <sup>nd</sup> 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 framework 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 <sup>st</sup> 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

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## 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 after/before school groups	Annually by the end of the 1 <sup>st</sup> 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 <sup>st</sup> 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 <sup>nd</sup> 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 help-line/similar or web-based. grant funds, gen. fund	2 <sup>nd</sup> 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 <sup>nd</sup> Semester 11-12



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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

### 2010 CIP Steering Committee Members

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 Schwartzner - 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
Archer, Hannah	WL Schools	Kelley, Lyn	Parent/Community	Stepp, Randy	Medina Schools
Auger, Mary Kay	WL Schools	Kennedy, Cris	Parent/Community	Sullivan, Tim	WL Board Member
Bailey, Renee	WL Schools	Kowalski, Becky	WL Schools	Sutcliffe, Chris	Parent, PTA
Bakos, Lela	WL Schools	Lathem, Laura	Z Space Technologies	Tarr, Sue	WL Schools
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
DuBois, Cathy	WL Schools	Morgan, Stephanie	WL Schools	Wilson, Paul	WL Schools
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		
Forbush, Laurie	Porter Public Library	O'Connor, Valerie	WL Schools		
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		
Griebel, Pam	WL Schools	Planisek, Matt	WL Schools		
Haas, James	Community	Plantz, Bob	Porter Public Library		
Hale, Kathy	WL Schools	Proudfit, Ann	Tri-C		
Hammond, Paul	WL Schools	Reichert, Sarah	WL Schools		
Hocevar, Drew	WL Schools	Riley, Jennifer	WL Schools		
Hodge, Ben	WL Schools	Rocco, Andrea	WL Schools		
Huang, Hazel	Community	Sabolich, Stephen	Community		
Hughes, Janice	WL Schools	Sammon, Tom	Hyland Software		
Hurt, Jeanne	Medina Schools	Sanfilippo, Jim	WL Schools		
Jennings, Hannah	Parent/Community	Schofield, Joe	WL Schools		
Kaye, Karen	Baldwin Wallace	Schroth, Joyce Able	City of Westlake		
Keenan, Dan	WL Schools	Schwartz, Sarah	Student		
Kelley, Lyn	Parent/Community	Serrat, Olivia	Student		



## 2010 CIP Writing & Draft Review Team

Renee Bailey	Technology Coordinator
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Eberts, Becky A.	Energizer representative, WLCS Parent
Susan Forbes	Gifted Coordinator WLCS
Tim Freeman	WHS Principal
Pam Griebel	Director of Academic Services
Kathy Hale	Elementary Music Teacher
Ben Hodge	Bassett Elementary Principal
Mary Mann	LBMS Math Teacher
Molly McGuigan	Consultant and Facilitator, Learning Link
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Stephanie Morgan	Director of Pupil Services
Julie Moroney	WHS Senior
Maura O'Donnell-McCarthy	Consultant and Facilitator
Lynn Pettyjohn	LBMS Media Specialist
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

Lela Bakos –WHS English	Dan Keenan –Superintendent
Pam Deanna -Bassett Grade 3	Becky Kowalski – Elem. Gifted
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



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## *Glossary of CIP Terms*

<b>21st Century Framework</b>	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 <a href="http://www.p21.org">www.p21.org</a> .
<b>AIMSweb</b>	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.
<b>AYP</b>	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.
<b>AYP Subgroups</b>	Federal law requires districts to be assessed on their progress as a whole, and for the following specified groups: (i) <b>Ethnic/racial subgroups</b> ; (ii) <b>Socioeconomically disadvantaged (SED) students</b> (students whose parents/guardians have not received a high school diploma or students who participate in the free or reduced-price lunch program); (iii) <b>English Learners</b> (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) <b>Students with Disabilities</b> (students who receive special education services).
<b>Benchmarking</b>	The process of assessing all students, typically three times per year, for universal screening (early identification), general education progress monitoring, and AYP accountability.
<b>Best Practice</b>	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.
<b>Citizens Advisory Committee</b>	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.
<b>Cohort</b>	A group of students sharing a particular statistical or demographic characteristic. For example, all students in a grade level.
<b>Content Standards</b>	The academic standards set by the Ohio Department of Education.
<b>Formative Assessment</b>	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.



<b>Gifted Intervention Specialist</b>	A teacher with an endorsement from the Ohio Department of Education indicating specific training to teach gifted and talented students K-12 in Ohio.
<b>Grade Band</b>	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.
<b>IB PYP</b>	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.
<b>iEARN</b>	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.
<b>Internship</b>	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.
<b>LEED</b>	Leadership in Energy and Environmental Design. The United States Green Building Council (USGBC) created LEED as a rating system for green building.
<b>Partnerships</b>	An arrangement where entities and/or individuals agree to cooperate to advance their interests.
<b>PBS</b>	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.
<b>PK-12</b>	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.
<b>Pre-Assessment</b>	An assessment that allows the teacher and student to discover what is already known in a specific topic or subject prior to instruction.
<b>Professional Learning Community</b>	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.



<b>Progress Monitoring</b>	Teacher writing and more frequent monitoring of individualized annual goals (beyond benchmarking) for those students who need intensive instructional services.
<b>Public School Works</b>	Automated staff training software.
<b>RTI</b>	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.
<b>Senior Capstone</b>	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.
<b>Service Learning</b>	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.
<b>Standards of Practice</b>	A consistent way of doing things.
<b>STEM</b>	A process of teaching and learning that emphasizes the integration of science, technology, engineering, and math concepts and methodologies.
<b>STEM-like</b>	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.
<b>Sustainable</b>	Capable of being continued with minimal long-term effect on the environment.
<b>TESOL Endorsement</b>	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.
<b>TIMSS/PISA</b>	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.
<b>Value Added</b>	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 7<sup>th</sup> and 8<sup>th</sup> 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 21<sup>st</sup> 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 WCSO (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 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> grade, but continuing to be developed in grades before the 7<sup>th</sup> and 8<sup>th</sup> 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 WCSSD 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**

<b>Applicant</b>	<b>Region</b>	<b>Funding Requested</b>	<b>Total Score</b>	<b>Mean</b>	<b>Grade Levels</b>
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
	<b>Total:</b>	<b>\$10,162,424.32</b>			

A3.9



## NEWS RELEASE

CONTACT: Kim Bonvissuto, Communications Coordinator, 440.250.1258 or [bonvissuto@wlake.org](mailto:bonvissuto@wlake.org)

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](http://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

A4.1

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.



April 2, 2012

Daniel Keenan Jr.  
Westlake City School District  
27200 Hilliard Blvd  
Westlake, Ohio 44145

RE: Application Cure Letter

Dear Daniel Keenan Jr.:

The Ohio Department of Development (Development) has received and is currently reviewing your application for Round 1 of Local Government Innovation Fund program. During this review Development has determined that additional information is needed for your application. The identified item(s) requiring your attention are listed on the attached page(s). Please respond only to the issues raised. Failure to fully address all the identified items could lead to a competitive score reduction or ineligibility for Round 1 of the Local Government Innovation Fund program. **A written response from the applicant to this completeness review is due to Development no later than 5:00 p.m. on April 30, 2012.** Please send the response in a single email to [lgif@development.ohio.gov](mailto:lgif@development.ohio.gov) and include "Cure—Project Name" in the subject line.

While this cure letter represents the additional information needed for Development review, the Local Government Innovation Council continues to reserve the right to request additional information about your application.

Thank you once again for your participation in Local Government Innovation program. Please contact the Office of Redevelopment at [lgif@development.ohio.gov](mailto:lgif@development.ohio.gov) or 614-995-2292 if you have further questions regarding your application or the information requested in this letter.

Sincerely,

Thea J. Walsh, AICP  
Deputy Chief, Office of Redevelopment  
Ohio Department of Development

## Local Government Innovation Fund Completeness Review

**Applicant:** Westlake City School District  
**Project Name:** Westshore International Baccalaureate High School Study  
**Request Type:** Grant

### Issues for Response

#### 1. Budget

Please provide a line item budget that includes at minimum: 1) the sources of all funds being contributed to the project include **all** sources—cash, in-kind, etc.; 2) the uses of all funds (provide a line item for each use); 3) the total project costs (including the funding request **and** the local match. Please be sure that all uses of funds are eligible expenses as set forth in the program guidelines.

#### *Example:*

#### **Collaboration Village’s Project Budget**

##### **Sources of Funds**

LGIF Request	\$100,000
Match Contribution (10%)	\$ 11,111
Total	\$111,111

##### **Uses of Funds**

Consultant Fees for Study	\$111,111
Total	\$111,111

**Total Project Cost: \$111,111**

#### 2. Match

A minimum of 10% match is required for all projects. Matching funds must be 10% of the **total project cost** (not 10% of the funding request). Please document your 10% match and provide evidence of the contribution.

For **in-kind contributions**, please provide documentation as outlined in section 2.06 of the Local Government Innovation Fund program policies. Certification of in-kind contributions may only be made for past investments. Anticipated in-kind contributions must be certified **after** the contribution is made.

#### 3. Financial Documentation (Projections)

Please provide financial projections for your funding request. For grant requests, applicants must at minimum, estimate the anticipated savings they are expecting to realize as a result of the study. For loan projects, please provide projections for at least three years to help demonstrate the savings achieved and the repayment source for the loan.

#### 4. Population Information and Documentation

Please provide documentation supporting population information provided using the 2010 U.S. Census. To access census information, you may visit the following website <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

**5. Resolutions of Support**

Resolutions of support must be provided by the governing body of the main applicant and each collaborative partner. If the collaborative partner is a private entity with no governing body, a letter of support **for the project** is required.

**6. Partnership Agreements**

Partnership agreements must be signed by all parties listed as collaborative partners. Please provide a partnership agreement that at minimum: 1) lists all collaborative partners; 2) lists the nature of the partnership; and 3) is signed by all parties. Please note, partnership agreements must be specific to the project for which funding is requested.

**7. Self-Score Assessment**

Please complete the interactive selection methodology available on the LGIF program website <http://www.development.ohio.gov/Urban/LGIF.htm> (select selection methodology) to score your project. Applicants do not need to complete the Council Preference or score validation sections when scoring their projects



Administration Building  
27200 Hilliard Blvd.  
Westlake, Ohio 44145  
(440) 871-7300

**OFFICE OF THE SUPERINTENDENT**

April 27, 2012

Thea J. Walsh, AICP  
Deputy Chief, Office of Redevelopment  
Ohio Department of Development  
77 South High Street, P.O. Box 1001  
Columbus, Ohio 43216

RE: Response to the Application Cure Letter – Westlake City School District

Dear Thea Walsh:

After receiving your letter documenting seven issues needing additional information for the Local Government Innovation Fund Grant, we contacted Denise at Development and discussed the seven points. We have attached the Westlake City School District response to this letter. We understand that our obligation is to have this response to you by 5:00 pm on April 30, 2012.

We also understand that the Local Government Innovation Council may request additional information about the application, and we look forward to providing all other information requested.

Thank you for the opportunity to be reviewed by the Local Government Innovation Council.

Sincerely,

A handwritten signature in black ink that reads 'Daniel J. Keenan Jr.' The signature is written in a cursive style.

Daniel J. Keenan Jr.  
Superintendent of Schools

cc: File

## Local Government Innovation Fund Completeness Review

**Applicant:** Westlake City School District  
**Project Name:** Westshore International Baccalaureate High School Study  
**Request Type:** Grant

### Response to the Issues

The following information is provided per agreement during a phone conference with Denise at Development on April 25, 2012

#### 1. Budget

##### Westshore International Baccalaureate High School Study

###### Sources of Funds

LGIF Request	\$100,000
<u>Match Future In-Kind (55%)</u>	<u>\$121,958.82</u>
Total	\$221,958.82

###### Uses of Funds

<u>Salary, training, travel, professional development, materials</u>	<u>\$221,958.82</u>
Total	\$221,958.82

**Total Project Cost: \$221,958.82**

#### 2. Match

The Future In-Kind Match is **55% of the total project cost.**

Please see 4.13 of the original LGIF submitted March 2, 2012.

#### 3. Financial Documentation (Projections)

The three year financial projections of the Cure letter are discussed in the attached spreadsheet titled: Three Year Projections: Westlake City School District.

The total savings would be **\$6,805,452.54**

The total cost of a feasibility study is \$221,958.82 per district. Four districts participating separately would result in a cost of  $\$221,958.82 \times 4 = \$887,835.28$ . Since the four districts would be sharing resources and acting as one the cost savings would then be  $\$887,835.28 - \$221,958.82 = \$665,876.46$ . The grant allocation would result in an additional savings of \$100,000 for a total annual savings of \$765,876.46. The feasibility savings carries for the first three years ( $\$765,876.46 \times 3 = \$2,297,629.38$ ). All of this is summarized in the top section of the included spreadsheet.

The savings in operating expenses are a result of sharing services and are shown on the bottom half of the spreadsheet. This grant allows all four districts to participate in  $\frac{1}{4}$  the cost rather than

enacting the study separately. This cost savings comes from personnel. The savings was calculated by taking the average salaries from the participating districts and including a 2% annual increase. The personnel cost for one district would be \$744,814.36 in 2013-14 and \$757,793.36 in 2014-15. To establish savings we need to multiply each by 4 to show the total cost if all four districts implemented separately.

Total if all ran separately →  $(\$744,814.36 \times 4) + (\$757,793.36 \times 4) = \$6,010,430.88$

Total ran as a consortium →  $(\$744,814.36 + \$757,793.36) = \$1,502,607.72$

Separately run – Consortium run = operational savings

$\$6,010,430.88 - \$1,502,607.72 = \$4,507,823.16$

The total savings includes the feasibility training and study savings amount plus the operations savings amount  $(\$2,297,629.38 + \$4,507,823.16 = \mathbf{\$6,805,452.54})$

**4. Population Information and Documentation**

Per our conversation with Denise at Development, the Census documents were provided in our original grant.

**5. Resolutions of Support**

Each of the four governing entity's Board of Education resolution of support is attached to this email. The resolutions are documented in the Board meeting minutes and shown as follows:

Westlake: EXHIBIT B-1, RES. #12-115

Avon Lake: Page 4, item 8

Berea: Agenda Item # 23

Rocky River: Page 71, Resolution No. 71-12

**6. Partnership Agreements**

Per our conversation with Denise at Development, the Partnership Agreements were provided in our original grant.

**7. Self-Score Assessment**

Included in the email is a downloaded copy of the interactive selection methodology for the LGIF.

<b>THREE YEAR FINANCIAL PROJECTION</b>						
<b>LGIF: Westlake City School District</b>						
<b>Feasibility/Training</b>	<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>	
	<b>Single District</b>	<b>Collaborative Savings</b>	<b>Single District</b>	<b>Collaborative Savings</b>	<b>Single District</b>	<b>Collaborative Savings</b>
LGIF	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00
Future Matching In-Kind	\$ 121,958.82		\$ 121,958.82		\$ 121,958.82	
<b>SUBTOTAL Savings *</b>	<b>\$ 221,958.82</b>	<b>\$ 665,876.46</b>	<b>\$ 221,958.82</b>	<b>\$ 665,876.46</b>	<b>\$ 221,958.82</b>	<b>\$ 665,876.46</b>
<b>Total Savings</b>		<b>\$ 765,876.46</b>		<b>\$ 765,876.46</b>		<b>\$ 765,876.46</b>
Total operational cost of each district separately running	\$ 887,835.28		\$ 887,835.28		\$ 887,835.28	
total operational cost of running as a consortium	\$ 121,958.82		\$ 121,958.82		\$ 121,958.82	
<b>Operational Savings of Running as a consortium</b>	<b>\$ 765,876.46</b>		<b>\$ 765,876.46</b>		<b>\$ 765,876.46</b>	
<b>Total Feasibility/Training Savings</b>						<b>\$ 2,297,629.38</b>
<b>Operating Expenses</b>			<b>2013-2014</b>		<b>2014-2015</b>	
Teaching Salaries			\$ 709,832.00	\$ 2,129,496.00	\$ 722,112.00	\$ 2,166,336.00
Coordinator Salary			\$ 34,982.36	\$ 104,947.08	\$ 35,681.36	\$ 107,044.08
<b>individual district cost**</b>			<b>\$ 744,814.36</b>	<b>\$ 2,234,443.08</b>	<b>\$ 757,793.36</b>	<b>\$ 2,273,380.08</b>
Total operational cost of each district running IB separately		x 4	\$ 2,979,257.44		\$ 3,031,173.44	
Total operational cost of running IB as a consortium			\$ 744,814.36		\$ 757,793.36	
<b>Operational Savings of Running as a Consortium</b>			<b>\$ 2,234,443.08</b>		<b>\$ 2,273,380.08</b>	<b>\$ 4,507,823.16</b>
<b>Total Savings Collaborative</b>						<b>\$ 6,805,452.54</b>
* Total Savings for the Feasibility Study carries throughout the three years due the fact that training and professional development will continue as per IB requirements						
** Total Expenses are adjusted to assume a 2% increase each year. These expenses are based on eight high school teachers salaries with benefits						
NOTE: the table shows both single district and Collaborative District's Savings over the three year projection.						

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

**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 Cicerella  
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. Ohradzensky, 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

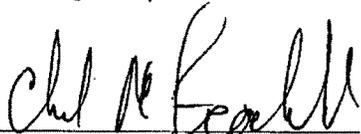
#34-12

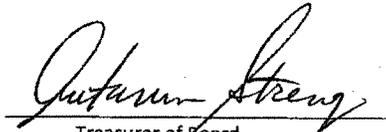
**ADJOURN**

Mr. Cracas moved, seconded by Mr. Jantz:

Roll Call: Yes: Mr. Cracas, Mr. Jantz, Mrs. Ohradzensky, 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**

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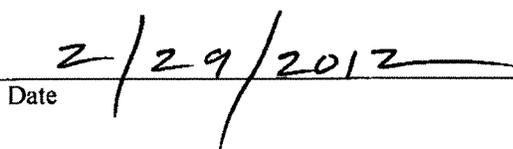
**Robert Scott**

Superintendent Name

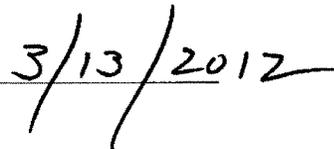
  
Superintendent Signature

**Avon Lake**

Participating District

  
Date

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





**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).

# Minutes

## Board of Education of the Rocky River City School District

### RESOLUTION TO AUTHORIZE THE SUPERINTENDENT OR DESIGNEE TO BEGIN THE BIDDING PROCESS FOR CONTRACTS RELATED TO THE GOLDWOOD PRIMARY SCHOOL ADDITION AND RENOVATION PROJECT (EXHIBIT E)

Resolution No. 69-12

Board Member	Vote
Jon Fancher	Second
Kathy Goepfert	Aye
Jay Milano	Move
Jean Rounds	Aye
Scott Swartz	Aye

The resolution was adopted 5 – 0.

### RESOLUTION TO AUTHORIZE THE SUPERINTENDENT OR DESIGNEE TO BEGIN THE BIDDING PROCESS FOR THE AUDITORIUM SOUND SYSTEM CONTRACT RELATED TO THE ROCKY RIVER HIGH SCHOOL ADDITIONS AND RENOVATION PROJECT (EXHIBIT F)

Resolution No. 70-12

Board Member	Vote
Jon Fancher	Second
Kathy Goepfert	Aye
Jay Milano	Move
Jean Rounds	Aye
Scott Swartz	Aye

The resolution was adopted 5 – 0.

### RESOLUTION TO APPROVE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IB-DP) CONSORTIUM AGREEMENT (EXHIBIT G)

Resolution No. 71-12

Board Member	Vote
Jon Fancher	Second
Kathy Goepfert	Aye
Jay Milano	Aye
Jean Rounds	Move
Scott Swartz	Aye

The resolution was adopted 5 – 0.

# Local Government Innovation Fund Program

## *Application Scoring*

<b>Lead Applicant</b>	Westlake City School District
<b>Project Name</b>	Westshore International Baccalaureate High School Feasib 

<input checked="" type="checkbox"/>	<b>Grant Application</b>
-------------------------------------	--------------------------

or

<input type="checkbox"/>	<b>Loan Application</b>
--------------------------	-------------------------

The Local Government Innovation Fund Council  
77 South High Street  
P.O. Box 1001  
Columbus, Ohio 43216-1001  
(614) 995-2292

## Local Government Innovation Fund Project Scoring Sheet

### Section 1: Financing Measures

Financing Measures	Description	Criteria	Max Points	Applicant Self Score	Validated Score
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.	Applicant provides a thorough, detailed and complete financial information	5	<input checked="" type="radio"/>	
		Applicant provided more than minimum requirements but did not provide additional justification or support	3	<input type="radio"/>	
		Applicant provided minimal financial information	1	<input type="radio"/>	
		<b>Points</b>			5
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 rainy day, or contingency fund, etc.).	Applicant clearly demonstrates a secondary repayment source.	5	<input type="radio"/>	
		Applicant does not have a secondary repayment source.	0	<input type="radio"/>	
		<b>Points</b>			0
Local Match	Percentage of local matching funds being contributed to the project. This may include in-kind contributions.	70% or greater	5	<input type="radio"/>	
		40-69.99%	3	<input checked="" type="radio"/>	
		10-39.99%	1	<input type="radio"/>	
		<b>Points</b>			3
<b>Total Section Points</b>				8	0

### Section 2: Collaborative Measures

Collaborative Measures	Description	Criteria	Max Points	Applicant Self Score	Validated 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 <b>smallest</b> population listed in the application. Applications from (or collaborating with) small communities are preferred.	Applicant (or collaborative partner) is not a county and has a population of less than 20,000 residents	5	<input type="radio"/>	
		Applicant (or collaborative partner) is a county but has less than 235,000	5	<input type="radio"/>	
		Applicant (or collaborative partner) is not a county but has a population 20,001 or greater.	3	<input checked="" type="radio"/>	
		Applicant (or collaborative partner) is a county with a population of 235,001 residents or more	3	<input type="radio"/>	
		<b>Points</b>			3
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.)	More than one applicant	5	<input checked="" type="radio"/>	
		Single applicant	1	<input type="radio"/>	
		<b>Points</b>			5
<b>Total Section Points</b>				8	0

### Local Government Innovation Fund Project Scoring Sheet

Section 3: Success Measures					
Success Measures	Description	Criteria	Points	Applicant Self Score	Validated Score
Expected Return	<i>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. The expected return is ranked in one of the following percentage categories:</i>	75% or greater	30	<input checked="" type="radio"/>	
		25.01% to 74.99%	20	<input type="radio"/>	
		Less than 25%	10	<input type="radio"/>	
		<b>Points</b>			30
Past Success	<i>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.</i>	Yes	5	<input checked="" type="radio"/>	
		No	0	<input type="radio"/>	
		<b>Points</b>			5
Scalable/Replicable Proposal	<i>Applicant's proposal can be replicated by other local governments or scaled for the inclusion of other local governments.</i>	The project is both scalable and replicable	10	<input checked="" type="radio"/>	
		The project is either scalable or replicable	5	<input type="radio"/>	
		Does not apply	0	<input type="radio"/>	
		<b>Points</b>			10
Probability of Success	<i>Applicant provides a documented need for the project and clearly outlines the likelihood of the need being met.</i>	Provided	5	<input checked="" type="radio"/>	
		Not Provided	0	<input type="radio"/>	
		<b>Points</b>			5
<b>Total Section Points</b>				50	0

Section 4: Significance Measures					
Significance Measures	Description	Criteria	Points Assigned	Applicant Self Score	Validated Score
Performance Audit Implementation /Cost Benchmarking	<i>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.</i>	Project implements a recommendation from an audit or is informed by benchmarking	5	<input type="radio"/>	
		Project does not implement a recommendation from an audit and is not informed by benchmarking	0	<input checked="" type="radio"/>	
		<b>Points</b>			0
Economic Impact	<i>Applicant demonstrates the project will 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)</i>	Applicant clearly demonstrates economic impact	5	<input checked="" type="radio"/>	
		Applicant mentions but does not prove economic impact	3	<input type="radio"/>	
		Applicant does not demonstrate an economic impact	0	<input type="radio"/>	
		<b>Points</b>			5
Response to Economic Demand	<i>The project responds to current substantial changes in economic demand for local or regional government services.</i>	Yes	5	<input checked="" type="radio"/>	
		No	0	<input type="radio"/>	
		<b>Points</b>			5
<b>Total Section Points</b>				10	0

Section 5: Council Measures			
Council Measures	Description	Criteria	Points Assigned
Council Preference	Council Ranking for Competitive Rounds	<b>The Applicant Does Not Fill Out This Section;</b> This is for the Local Government Innovation Fund Council only. The points for this section is based on the applicant demonstrating innovation or inventiveness with the project	
<b>Total Section Points (10max)</b>			

Scoring Summary		
	Applicant Self Score	Validated Score
Section 1: Financing Measures	8	0
Section 2: Collaborative Measures	8	0
Section 3: Success Measures	50	0
Section 4: Significance Measures	10	0
<b>Total Base Points:</b>		<b>76</b>
		<b>0</b>

Reviewer Comments

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

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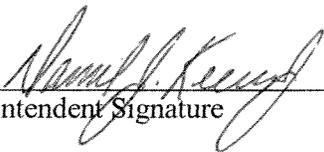
**Daniel Keenan**

Superintendent Name

**Westlake**

Participating District

Superintendent Signature



Date

2/29/12

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

4/16/12

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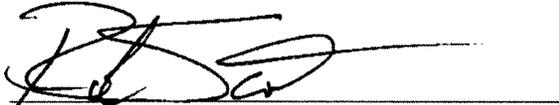
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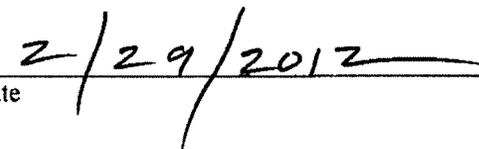
**Robert Scott**

\_\_\_\_\_  
Superintendent Name

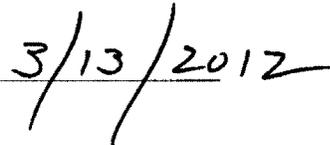
  
\_\_\_\_\_  
Superintendent Signature

**Avon Lake**

\_\_\_\_\_  
Participating District

  
\_\_\_\_\_  
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**Michael Sheppard**

Superintendent Name

**Berea**

Participating District

*Michael Sheppard*

Superintendent Signature

*2-29-12*

Date

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

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Michael Shoaf  
Superintendent Name

Rocky River  
Participating District

  
Superintendent Signature

2-29-12  
Date

Date of Board Meeting for Resolution (on or prior to April 30) 03/15/2012

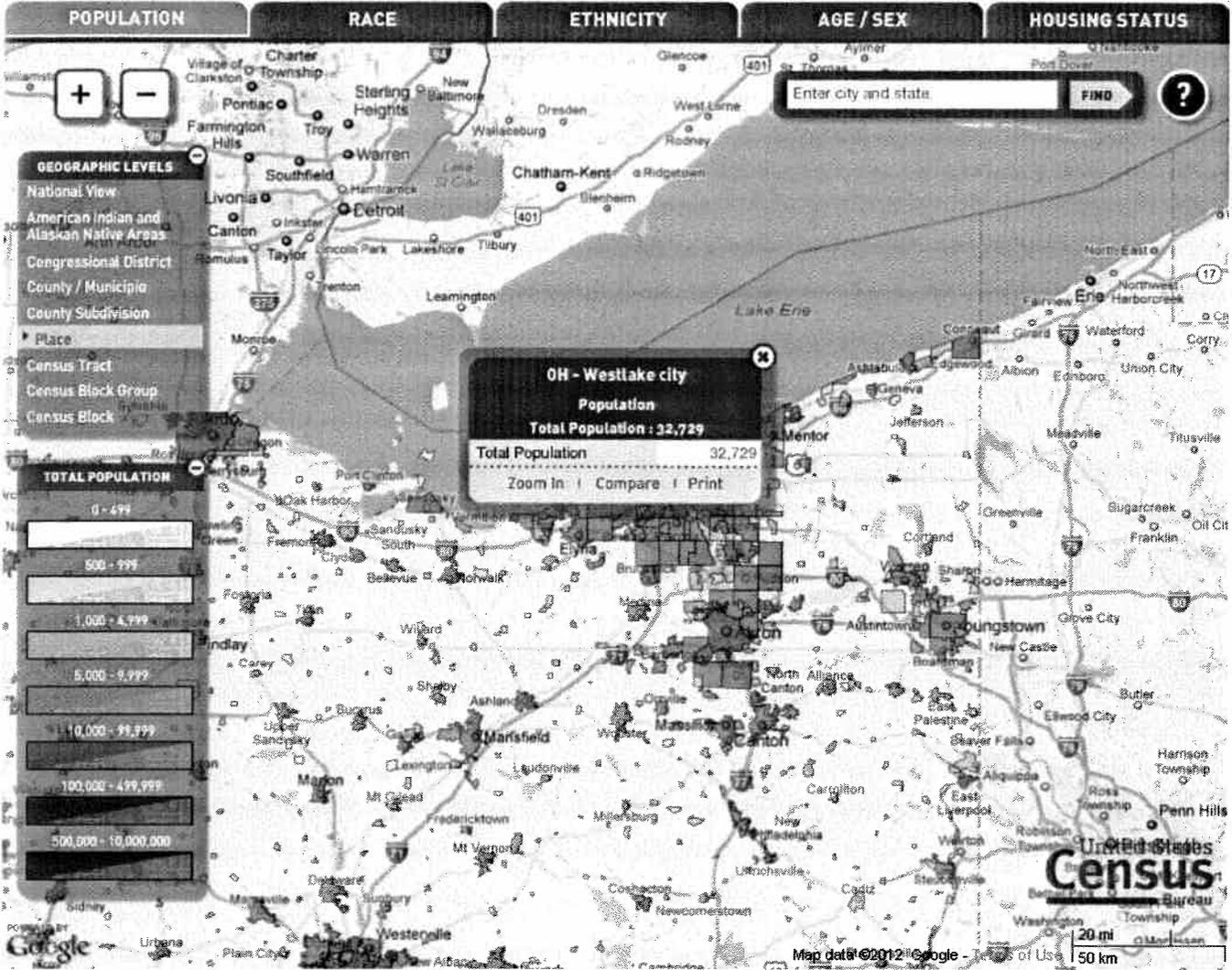
**Resolution of Support from Applicant and Collaborative Partners:** The resolution of support from each of the four educational political subdivisions of Westlake, Avon Lake, Berea, and Rocky River will be in the hands of the Local Government Innovation Grant Committee by April 30, 2012. As shown on the Executed Partnership Agreements, each school district has designated a date for Board of Education approval.

**Audit, Performance or Other:** N/A The partnership for the Westshore International Baccalaureate High School is a newly formed partnership created by the superintendent's of the four school districts to establish a shared high school venue of global learning. The vision of pooled resources, conservation of costs and sharing of teaching staff is a creative educational strategy that has grown out of curriculum and student needs.

**Text View:** [2010 Census Interactive Population Search](#)

Many of the 2010 Census Demographic Profiles are ready for viewing. These profiles provide more subject detail than the recently released 2010 Census redistricting data files. These profiles provide details about race and Hispanic groups, age, sex and housing status. The profiles will be released on a state-by-state basis for each of the 50 states, the District of Columbia and Puerto Rico. Use this map to explore 2010 Census Demographic Profile data.

[Learn more](#) about the demographic profiles and which states are next.



[Download summary files](#)

**Please note:** Data for American Indian and Alaska Native areas are shown for the portion within each state, and only as each state's data are released.

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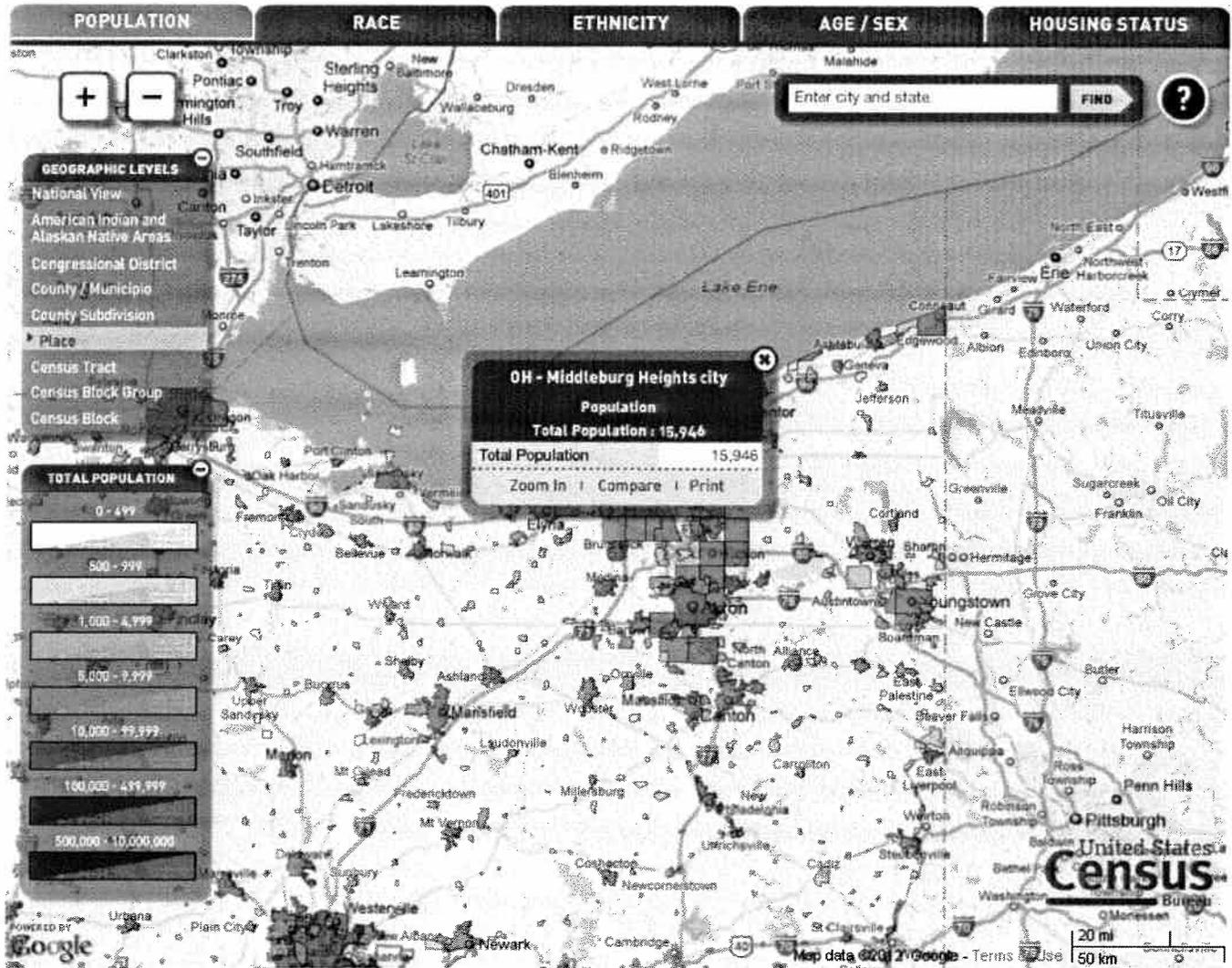
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