

Budget

Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (28)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	0.00	105,000.00	135,000.00	0.00	240,000.00
<b>Support Services</b>		30,000.00	10,000.00	0.00	0.00	0.00	0.00	40,000.00
<b>Governance/Admin</b>		0.00	0.00	12,500.00	0.00	0.00	0.00	12,500.00
<b>Prof Development</b>		0.00	0.00	27,500.00	0.00	0.00	0.00	27,500.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	675,000.00	0.00	675,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		30,000.00	10,000.00	40,000.00	105,000.00	810,000.00	0.00	995,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-995,000.00

Application

Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (28)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Capturing the Innovative Dimensions of Digital and Media Literacy Through the Creation of a State-of-the-Art High School Research Library

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

Students now live in a technology and media-rich environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. This grant will fundamentally re-envision the traditional high school library / Instructional Media Center and uniquely address the needs of 21st century students. The creation of a state-of-the-art research library will enable our students and community to connect to a global body of knowledge through print and digital resources within flexible workspaces.

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

2385 3. Total Students Impacted:

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

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

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Susan Hayward, Ph.D.

Organizational name of lead applicant

Beavercreek City Schools

Address of lead applicant

3040 Kemp Road; Beavercreek, Ohio 45431

Phone Number of lead applicant

937-458-2417

Email Address of lead applicant

Susan.Hayward@Beavercreek.k12.oh.us

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

To be effective in the 21st century, students and community members must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. 21st century work environments require far more than thinking skills and content knowledge. People must have the ability to navigate complex life and work environments in the globally competitive information age, which requires students to develop adequate life and career skills, including information literacy, media literacy, communication skills, and technology literacy. According to the results of a March 18 community forum on 21st century learning, community stakeholders identified the need for our students to: "effectively use, search, and find connections in the mass of available information" "have excellent research skills" "further develop critical thinking skills" "have authentic research skills" "information access for real-world problem solving" "the proper sourcing of information" "ways to collect, analyze and present data." In the twentieth-century, libraries shifted to a book-centered paradigm. Books became so numerous and easily available that academic libraries were strained beyond their physical capacity to house and care for all their monographs and print journal holdings. This led to libraries designed to efficiently hold the collections of the library rather than libraries designed primarily to serve the needs of the students. Through the implementation of this grant, we will transform our current book-centered library into a student-centered research environment.

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

The creation of The Academic Research Library (ARL) will build a more active, inquiry-based, and connected sense of learning - one that is integrated throughout the library and extends outward into the classroom, school, and community. It involves collaboration among facilities, teachers, learning techniques, families, and community members, all anchored around the central space of The Academic Research Library. Results from a March community forum indicated that our stakeholders believe students need to know how to write rigorous research papers and properly source information prior to leaving high school, with a particular emphasis on authentic research opportunities and the ability to critically evaluate and cite credible sources from the vast array of available information. The Academic Research Library will integrate the new and the old in a seamless physical and virtual space in which all formats of digital and print media can be assimilated and studied. The Academic Research Library will facilitate the exploration of ideas and concepts while also encouraging inquiry, imagination, discovery, and creativity as students connect to information, each other, and to communities around the world. Growing up in a digital world with technologies at their ready, today's students have the ability to multi-task in ways that were never thought possible. There is a chasm between the digital habits of students and the traditional nature of schooling. The ARL will provide the opportunity for students to learn, grow, excel, and compete globally. By aligning our learning spaces to match the academic needs of today's student, who is characterized as being digital, mobile, independent, and participatory we will encourage students to spend more time in these new learning environments, increase their engagement, and ultimately improve academic retention. Workspaces in The ARL must provide an atmosphere to encourage both group collaboration on projects and individual study. The ARL will house several specific learning workspaces to support academic achievement. The workspace components of The ARL are flexible, where neither computers nor books get in the way. They include: collaborative learning spaces; meeting spaces; small group work spaces; teaching/learning centers; instructional technology centers; electronic classrooms; virtual conferencing space; circulation/help desk; community learning space for experts, skilled trades professional, and teachers; presentation support centers; writing and academic support services; flexible table space; information technology that is highly integrated into all aspects for learning spaces; extensive digital and print resources; community accessible resources; shared screens (projectors and interactive white boards); and printing stations. These workspaces will also enable our business partners to demonstrate specific job skills on-site. For example, an architect may use the space to work on elevation drawings while students observe and ask questions. In addition, the virtual conference space will allow our students to interact with business and industry leaders nationally and globally, such as an international CEO. Confirmed business partnerships include: Miami Valley Hospital, Wright State University, LexisNexis, and Wright-Patt Credit Union. Additionally, Wright Patterson AFB will provide job shadowing, internship and mentor opportunities. The ARL will allow all stakeholders to take advantage of the vast array of information sources, service centers, production capabilities, and communication options as they stream in and out throughout the day, and as virtual visitors beyond the school day. It is an extension of the various classrooms of the district. It forms a merger between the academic classrooms and the library facilities. The purposeful use of the Academic Research Library will emphasize thoughtful, deep understanding, building personal expertise in the 9-12 students.

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

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

We expect The Academic Research Library to support student achievement for all 9-12 students in all disciplines. Each of the areas below represent a direct link to increased student achievement, as cited in academic library research studies across the United States (New York Comprehensive Center, 2011). Student achievement is directly correlated to the availability of instructional resources. The creation of The

Academic Research Library will provide students, teacher, administrators, and community members with unlimited access to a vast collection of digital and print information and media literacy materials. This will support academic content area learning and writing and research for college and career readiness. High-quality professional development related to the use of the digital, print, and technology resources within The Academic Research Library will be provided to all teachers during staff, department, committee, and course of study meetings. Specifically, teachers will be trained in how to integrate the newly available resources within their content area and how to promote 21st century learning skills as defined by the Ohio Academic Content Standards, the Common Core State Standards, Partnership for 21st Century Skills, and our community. Increasing our teachers' ability to integrate informational and media literacy into their content areas will increase student achievement. An essential component of 21st Century Skills is collaboration. Collaborative learning has been widely documented as a successful approach to raising student achievement in hundreds of studies and various meta-analyses. By providing our student the necessary tools and learning spaces for collaborative learning within The Academic Research Library, we will produce greater achievement and more positive attitudes than can be achieved with just the use of traditional instructional methodologies (Williams, 2009). The creation of an Informational Specialist position will enable us to provide direct support to all students and community members, with an emphasis on supporting at-risk students during and after school. We hope to increase student achievement through the small group and one-on-one support provided by the Research Librarian and Informational Specialist, which will be evident, in part, by an increase in at-risk students' graduation rates. The Academic Research Library will also contain improved technology, enabling students to access the vast digital collection. Research indicates that access to improved educational technology has a significant positive effect on achievement. Positive effects have been found for all major subject areas and for both regular education and special needs students (Moeller & Reitzes, 2011).

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Total savings to the Five-Year Forecast through the implementation of this grant provide a total savings of \$1,236,525.00 over the course of the five-year sustainability period. In order to support the implementation of this project, the district has identified over \$247,305.00 in annual spending reductions, which more than accommodate for the recurring costs associated with implementation (\$455,000.00), leading to a total of \$781,525.00 in net savings to the district over the duration of the five years of sustainability. In order to reduce the five-year forecast by \$247,305.00 annually, we will be permanently eliminating a part-time IMC Technician at a savings of \$25,000.00. The responsibilities of this position will no longer be necessary due to the changed approach in providing instructional media services. A savings of \$11,000.00 annually will result from the elimination of obsolete IMC equipment, such as overhead projectors and the associated replacement, repair, and maintenance costs. An additional savings of \$7,000.00 annually will result from the elimination of the replacement of our IMC materials and supplies. The replacement of the existing equipment within the two IMC computer laboratories through the grant funding, will provide an annual savings of \$9,360.00 through the use of new, more efficient, wireless devices with service agreements. Existing replacement procedures for digital and print resources, totaling \$16,500.00 will be eliminated as we update our collection with more relevant sources that better support the Common Core State Standards, the Ohio Academic Content Standards, and across all curricular areas. District-wide copier contracts cost reductions will provide an annual savings of \$15,600.00 in contractual savings and will eliminate the need for support printing, saving an additional \$30,000.00 annually. The elimination of the obsolete staff Curriculum Research and Resource Center (CRRC) will provide an annual savings to the five-year forecast of \$3,200.00. Finally, the elimination of classroom computer replacements, made possible by the increasing individualized digitalization of the curricular support materials, will provide an annual savings of \$129,645.00. The savings come from the categories of Personnel Services (Salaries & Wages), Fringe Benefits, and Supplies and Materials. These reductions and permanent eliminations provide the annual savings of \$247,305.00 that is reflected within our financial documents.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The following resources will be enhanced through this project: the addition of a part-time Informational Specialist; increased access to digital and print resources; extended access to resources and technology (on-site, before and after school access; virtual, unlimited access); and additional, flexible learning workspaces to accommodate more students and collaboration among students. By adding an Informational Specialist, we will be increasing the amount of professional knowledge and support available. Students will have the opportunity to interact and seek knowledge from the Informational Specialist as they utilize The Academic Research Library individually, in small groups, and during whole-class instructional time. The Informational Specialist will also be available after school for extended hours to provide additional academic and research support to students, teachers, and members of the community. Our goal is to prepare all students for college and career readiness and at the present time, our collection is limited and antiquated. The expansion of our information media digital and print collections will greatly increase the available resources for our students, teachers, and community members. By increasing our available print collection to include current and relevant periodicals, journals, reference materials, and non-fiction text, as well as providing a significantly more expansive digital resource collection, including online journals, databases, electronic books, podcasts, and simulations, our students will have the information and materials necessary to support the Common Core State Standards, Ohio Academic Content Standards, and all other elective courses. The extended hours of the Academic Research Library will support the on-going learning of our students, teachers, and community. This learning time, occurring beyond the school day, is a valuable resource and allows us to extend the learning day for our students. In addition to the extension of hours of physical availability, the significant expansion of our digital information media collection will provide virtual access to substantial, new online resources twenty-four hours a day. The total re-design of our existing, segmented library will considerably expand the available learning space for our students and provide a new learning environment for our community members to utilize. The Academic Resource Library will be uniquely designed to provide flexible, 21st century workspaces for our students, teachers, and community members. It will simultaneously provide areas for whole-class teaching and learning, small group collaboration, and independent study.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

995,000.00 State the total project cost.

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

The costs for this project proposal represent the total anticipated costs for implementation. To implement the instructional component of this proposal with fidelity, the following costs must be incurred: part time Information Specialist (\$40,000, with increasing fringe benefits costs annually) construction (\$675,000), technology equipment (\$140,000), digital and print resources and subscriptions (\$100,000), professional development (\$15,000), on-going maintenance costs (\$2,000) during each year of the sustainability period, and contracted services with Wright State University's Multi-Disciplinary Evaluation Research Team (\$25,000). From our research, these instructional tools will allow us to best meet the individual needs of students and significantly impact student achievement across all curricular areas. The investment in these assets will result in a greater share of resources being placed in The Academic Research Library workspaces and directly into the hands of our students and community members. The purchase of these educational resources will enable us to harness the rigor of the Common Core State Standards, the Ohio Academic Content Standards, PARCC, College and Career Readiness, and 21st Century skills. The hiring of an Informational Specialist with expertise in library research, will allow us to provide on-the-spot support for students, teachers, and community members through the integration of 21st century skills. Central to the research library/learning commons design is an open workspace environment. The remodeling of our current, outdated library into an open learning environment is critical for the collaborative approach to research and learning that are hallmarks of research library design. The replacement of antiquated resources with current digital and print resources will allow us to expand our resource collection to meet the need of the State Curriculum and 21st Century Skills. Upgrading our available technology and infrastructure will allow students, teachers, and community members to apply their learning on the most current and relevant technology hardware. Professional development will be provided to all stakeholders, ensuring that resources are not only available, but that they are utilized effectively and efficiently. An on-going maintenance agreement for our technology resources will accommodate for repairs and annual maintenance.

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

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

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

Implementation costs for this project proposal during the five-year sustainability period will be limited to the annual costs for the digital subscriptions and the purchase of newly-released print resources to support the Common Core and Ohio Academic Content Standards (\$20,000 - \$28,000), costs associated with student and staff printing (\$5,000 annually), and costs associated with maintenance and repair (\$2,000 annually), professional development (\$5,000 annually), and the salary and benefits associated with the part time Informational Specialist (\$40,000 - \$65,000). Annual costs associated with the digital subscriptions and newly-released print materials will be necessary to maintain a current collection of resources and materials for student, teacher, and community use. As improved digital resources, as opposed to a limited print collection alone, are available to our students, we anticipate an increase in the day-to-day printing and copying costs, including cartridges and paper supplies. Increased digitalization and printing will also necessitate increased equipment maintenance and repairs. Professional development will be necessary to ensure effective utilization of the newly available resources. Finally, the salary and benefits associated with the part time Informational Specialist will enable us to provide additional support for students, teachers, and community members.

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

14. Will there be any expected savings as a result of implementing the project?

Yes

No

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

247,305.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

Our district will have significant annual savings as a result of the implementation of this innovative project. Total savings to the Five-Year Forecast through the implementation of this grant provide a total savings of \$1,236,525.00 over the course of the five-year sustainability period. In order to support the implementation of this project, the district has identified \$247,305.00 in annual spending reductions, which more than accommodate for the recurring costs associated with implementation (\$455,000.00), leading to a total of \$781,525.00 in net savings to the district over the duration of the five years of sustainability. In order to reduce the five-year forecast by \$247,305.00 annually, we will be permanently eliminating a part-time IMC Technician at a savings of \$25,000.00. The responsibilities of this position will no longer be necessary due to the changed approach in providing instructional media services. A savings of \$11,000.00 annually will result from the elimination of obsolete IMC equipment, such as overhead projectors, and the associated replacement, repair, and maintenance costs. An additional savings of \$7,000.00 annually will result from the elimination of the replacement of obsolete IMC materials and supplies. The elimination of the replacement of the existing equipment within the two IMC computer laboratories through the grant funding, will provide an annual savings of \$9,360.00 through the use of new, more efficient, wireless devices with service agreements. Existing replacement procedures for digital and print resources and subscriptions, totaling \$16,500.00.00 will be eliminated as we update our collection with more relevant sources that better support the Common Core State Standards, the Ohio Academic Content Standards, and across all curricular areas. Savings from the district-wide copier contracts will provide \$15,600.00 in annual contractual savings and will eliminate the need for printing outsourcing, saving an additional \$30,000.00 annually. The elimination of the under-used staff Curriculum Research and Resource Center (CRRRC) will provide an annual savings to the five-year forecast of \$3,200.00. Finally, the elimination of classroom computer replacements, made possible by the increasing individualized digitalization of the curricular support materials, will provide an annual savings of \$129,645.00. The specific expenditure reductions include the following: 3.010 (Personnel Services: Salaries & Wages) and 3.020 (Fringe Benefits) from the eliminated part time IMC technician; 3.030 (Purchased Services) from the reduction in copier contracts and printing outsourcing; 3.040 (Supplies and Materials) from the elimination of the replacement of obsolete IMC materials and supplies, support software, print and digital resources, and the obsolete CRRRC program; and 3.050 (Capital Outlay) from the reduction in IMC and classroom computer, technology, equipment, and hardware. These reductions and permanent eliminations provide the annual savings of \$247,305.00 that is reflected within our financial documents.

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

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

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

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

The total cost of program implementation for our district over the grant year and the five year sustainability period is \$1,450,000, including the \$995,000 requested for the grant. The total savings reductions, as a result of the implementation of this project proposal across the five year sustainability period, are \$1,236,525, with a savings of \$247,305 occurring annually. In each of the five years of the grant's sustainability period, the expected annual savings are greater than the district's recurring costs for maintaining the project. Following the year of the receipt of the grant funds, we anticipate a net savings to our district of \$781,525 over the five years of the grant's sustainability period. The sustainability year 1 savings will be \$170,305; sustainability year 2 savings will be \$163,305; sustainability year 3 savings will be \$156,305; sustainability year 4 savings will be \$149,305; and sustainability year 5 savings will be \$142,305. The specific expenditure reductions include the following: 3.010 (Personnel Services: Salaries & Wages) and 3.020 (Fringe Benefits) from the eliminated part time IMC technician; 3.030 (Purchased Services) from the reduction in copier contracts and printing outsourcing; 3.040 (Supplies and Materials) from the elimination of the replacement of obsolete IMC materials and supplies, support software, print and digital resources, and the obsolete CRRRC program; and 3.050 (Capital Outlay) from the reduction in IMC and classroom computer, technology, equipment, and hardware. These reductions and permanent eliminations provide the annual savings of \$247,305.00 that is reflected within our financial documents.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

\* Date Range 10/2013 - 11/2014

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

We sought innovative methodologies that would allow us to increase the rigor and 21st century learning at our high school. Extensive research on best practices in high schools across the world revealed the need for all students to complete advanced-level research and writing for college and career readiness. When no high schools with research libraries were found, we expanded our research to include university and international libraries. After site visits, phone interviews, and architectural consultations, we gained a deeper understanding of research library components. The research showed that improvements to school libraries and an increased emphasis on student research, directly impacts student achievement (Gavigan & Kurtts, 2010). We then began reviewing our budgets to identify ways to reduce the five-year forecast. Through the budgetary reductions and increased number of resources, the third goal, greater share of resources in the classroom, was identified. From October 2013 to November 2014, we will complete the Design and Construction planning process. During this time we will consult with the district architectural firm on space and design. We will hold a community meeting for input on the design plans and then the community design team will create and finalize the design plan and establish a communication plan to share the results with all stakeholders. From February to September 2014, we will research digital and print resources in committee, department, and community meetings. We will finalize the plans to purchase new digital and print resources and will then create a communication plan to share the selected resources with all stakeholders. From July to August 2014 we will create professional development plans for training teachers, staff, students, and community members on how to utilize the components of the Academic Research Library. A communication plan will be created to ensure all stakeholders are aware of the training opportunities.

\* Anticipated barriers to successful completion of the planning phase

The largest barrier to the planning process of this grant will be our ability to complete all tasks within the defined time period. Because of the extensive nature of this grant, including the design and construction of the Academic Research Library and the professional development associated with the success of the grant, there is a limited amount of time that can be devoted to planning before implementation must begin. We will mitigate this barrier by working closely with library associations, architectural professionals, and library/media experts in order to gather the necessary information in an expedited manner. We will also work closely with our teachers, Research Librarian, and Informational Specialist to ensure that the planning process is thorough and efficient.

18. Implementation - Process to achieve project goals

\* Date Range 10/2014 - 05/2015

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

The grant implementation has 3 workstreams: design and construction; acquisition of digital and print resources; and PD for students, teachers, and community members. Each will have three phases: Planning, Implementation, and Measuring Results. The key stakeholders for each workstream are: 9-12 Teachers, Library staff, Principals, Parents & Community members, Curriculum & Special Education Departments, and the Superintendent. For each workstream we have milestones with a designated deadline to ensure successful implementation. See the "ARL Project Plan" document. From October 2014 to May of 2015, we will complete the remodeling project to create The Academic Research Library (ARL). This will culminate in a public Grand Opening event. We will measure success against the timeline established for construction completion. From October 2014 to January 2015 we will remove under-utilized items from our library collection and itemize intended purchases. In January, we will purchase the digital and print resources, making them available to teachers and students upon receipt. We will evaluate the comprehensiveness of our new collection of digital and print resources against the criteria established by the ARL Committee and the Ohio and Common Core Standards prior to ordering new materials and again after the new additions are added to the collection. Beginning in October 2015 teachers will receive on-going PD about the new resources within the ARL and how to embed research expectations into course work. During the second semester, students will receive specialized training within their classes on using the ARL. Following the grand opening, we will offer workshops for the public to learn how to utilize the community resources available online and within the facility. We will conduct quarterly pre- and post- surveys for teachers and students to evaluate the effectiveness of the PD and training provided. Pre- and post-surveys will be utilized for every community training.

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

The largest barrier for design and construction is the construction completion timeline. In order to ensure student access prior to the conclusion of the grant period, we will have a very aggressive construction schedule, leaving little time for delays caused by unforeseen circumstances, such as a delay in building materials or permits. We will mitigate this barrier by being transparent within the planning and bidding process, ensuring that the selected companies are prepared to accomplish the task within the identified timeframe. The largest barrier for the acquisition of digital and print resources is not having enough money to purchase the vast amount of digital, print, and technology resources. To mitigate this barrier, we have researched our existing digital and print collection at the high school and have solicited input from Library Associations in order to ensure that our grant budget will allow us to purchase all necessary collection items. Further scrutiny by the Academic Research Library Committee and stakeholder groups will ensure that we make intentional and purposeful selections that maximize our purchasing power. The largest barrier for professional development will be students, teachers, and community members utilizing the newly available resources prior to the completed construction of The Academic Research Library. We will begin to acquire new resources prior to the completion of The Academic Research Library. It will be difficult to provide the necessary support for teachers and students to fully utilize the materials and resources outside of the context of the new learning environment that the completed Academic Research Library will provide. We will mitigate this barrier by being highly efficient in our professional development plan, ensuring scaffolding and significant support is provided to all teachers and students.

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

\* Date Range 06/2014 - 08/2015

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

Our summative evaluation will occur at the end of the first year of implementation. This will allow us to see the initial impact of the grant on student achievement and to identify any necessary adjustments that should occur. In order to effectively assess our project implementation, we will partner with Wright State University to develop and conduct quantitative and qualitative research. Their evaluation team will conduct a thorough analysis of our implementation practices and the impact on student achievement, student engagement, and teaching methodologies. The evaluation will draw on a wide variety of data for both formative and summative reports. Quantitative data (e.g., standardized test results including the SAT scores) will be used in conjunction with questionnaire and observation data, as well as with qualitative data (e.g. school improvement plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation. In addition to the evaluative information gathered from WSU, we will also conduct our own summative evaluations. We will begin by surveying our stakeholders following professional development in order to collect both qualitative and quantitative data about the implementation of The ARL. The second component of our summative evaluation will be The ARL Impact Study, conducted with teachers, students, and community members. The impact study will collect data on student engagement, teacher/parent/student comfort and aptitude with print and digital resources, and changes in instructional practices. We will then conduct an analysis of the circulation data. We will look at this data from the community, building, teacher, and student level in order to develop a full perspective of the impact on resources utilized from the implementation of this project. Summative evaluations will continue to occur on an annual basis through year 5 of the grant's sustainability period, to ensure we are meeting the project goals.

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

The largest anticipated barrier for the summative evaluation of this project is the time-intensive nature of developing, collecting, and analyzing the qualitative and quantitative data. We will mitigate this barrier by working closely with our partner organization, Wright State University, throughout the sustainability period.

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

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

Please enter your response below:

This innovative approach to library resource integration will change instruction from being limited to primarily whole-group instruction occurring in isolated classrooms, to highly emphasizing individualized and collaborative learning in flexible, shared workspaces. By implementing this new and innovative approach, we will be able to eliminate the isolated and inflexible learning environments of our current building's architecture. Combining our teachers' expertise, the rich print and digital resources, and flexible learning spaces, we will create a functional and spatially integrated area of physical and virtual space to meet the rigorous academic needs of each student in grades 9-12, as

well as our community. Major changes in the availability before and after school access to current print and digital resources, as well as unlimited virtual access to digital resources, will occur. This will result in supporting new methods of collaboration between students, students and teachers, and community members. This will also advance our ability to increase the amount of resources available to students. Classroom practices will also change as a direct result of the creation of The Academic Research Library and Learning Commons. Students and teachers will not only have more resources at their disposal, but will also have direct access to the Certified Research Librarian and Information Specialist. Upon implementation of this project, significant changes in how students access and evaluate information, use and manage information, analyze media, create media products, and apply technology effectively will occur. While high-level primary instruction will continue to be delivered by our teachers, the print, digital, and technology resources within The Academic Research Library will be seamlessly integrated into the day-to-day instructional practices, becoming a method for personalizing secondary students' learning. We expect our students to be able to: access information efficiently and effectively; evaluate information critically and competently; use information accurately and creatively for the issue or problem at hand; manage the flow of information from a wide variety of sources; apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information; understand both how and why media messages are constructed; and for what purposes; examine how individuals interpret messages differently; how values and points of view are included or excluded; and how media can influence beliefs and behaviors; apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media; understand and utilize the most appropriate media creation tools; characteristics and convention; understand and effectively utilize the most appropriate expressions and interpretations in diverse; multi-cultural environments; use technology as a tool to research, organize, evaluate and communicate information; use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

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

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

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

Traditionally, high school students have not been expected to perform at the high rigor level that is now defined by the Ohio Academic Content Standards (OACS) and CCSS. At the university level, research libraries support the depth and rigor of the university curriculum. The creation of The High School Academic Research Library (ARL) is essential to prepare our high school students to exhibit a range of functional and critical thinking skills related to information, media, and technology and be effective members of the 21st century. According to the CCSS, skills related to media usage must be integrated across the curriculum in secondary education. "To be ready for college, workforce training, and like in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas; to conduct original research in order to answer questions or solve problems; and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section" (CCSS, 2010). The creation of The ARL will support academic achievement by helping students and teachers use creative and powerful ideas to bring relevance to the classroom, explore contemporary culture, media, and technology, while building communication and critical thinking skills. The following research studies exemplify the correlation between The ARL and student achievement. Collaboration between teachers and the school library through cooperative planning, identification of educational resources, and imparting information literacy skills, positively impacts teacher effectiveness and promotes student growth (Illinois, 2005; Lance, Rodney & Hamilton-Pennell, 2000; Scholastic, 2008). Providing access for teachers and students to school library facilities and resources helps support students and has a positive effect on retention, work performance, and grades (Lance, Rodney & Hamilton-Pennell, 2000; Rodney, Keith, & Christine, 2003; Todd & Heinstrom, 2006). School libraries play an integral role in helping students to graduate when they collaborate with school staff to design specialized activities and strategies to help students learn (Gavigan & Kurtts, 2010). Students come from a wide range of backgrounds, and this diversity requires a network of supports that school libraries can provide to help all students progress through their educational pathways (Achterman, 2008; Francis, Lance, & Lietzau, 2010; Todd & Kuhlthau, 2004). School libraries support at-risk students who do not have access to technology or possess the technological literacy skills to success as 21st century learners (Small, Snyder, & Parker, 2009). School libraries promote student achievement by helping to synthesize the necessary skills needed to align standards with curriculum (ERIC Development Team, 2001). School librarian involvement in PD activities creates a school environment that promotes leadership and achievement (ERIC Development Team, 2001). Effective school libraries help close the achievement gap, directly resulting in higher state assessment scores (Francis, Lance, & Lietzau, 2010; Lance, Rodney, & Hamilton-Pennell, 2000; Rodney, Keith, & Christine, 2003; Scholastic 2008). Reductions related to the current high school library/IMC, as well as additional district-wide reductions, outlined in our supporting financial documents and the FIT, enable us to evaluate our current financial practices and eliminate spending on unnecessary materials to shift a greater share of resources into the hands of our students, preparing them for OACS, CCSS, College and Career Readiness, and 21st Century Skills.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

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

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

External Lead Evaluator: Dr. Carl Brun Wright State University 225 Millett Hall 3640 Colonel Glenn Highway Dayton, Ohio 45435-0001 (937) 775-2382 Carl.brun@wright.edu Internal Lead Evaluator: Dr. Susan Hayward Beaver Creek City Schools 3040 Kemp Road Beaver Creek, Ohio 45431 (937) 458-2417 Susan.Hayward@BeaverCreek.k12.oh.us

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

We will partner with Wright State University's Multidisciplinary Evaluation Group to conduct short and long-term benchmark evaluations. Quantitative data on student achievement will be collected each year from standardized tests as well as enrollment and passing rates of AP and IB classes, End-of-course exams, and GPAs for those students who used the ARL. This data will be compared to data from recent cohorts that did not have access to the ARL. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. The evaluators will use a quasi-experimental design. A regression model will be developed to predict SAT and GPA scores using previous cohorts OGT scores and first semester GPAs, after testing for colinearity between these measures. This data will be used to predict how students who used the ARL would have fared with the counterfactual condition of a traditional library. Their outcomes will be compared using a paired sample t-test to determine if the outcomes from the ARL differed significantly from those of a traditional library. Student engagement will be measured using self-reported surveys adapted from IPI. Internal consistency of these surveys will be tested using Cronbach's alpha for reliability. Each set of surveys will be compared to previous years' surveys using Kolmogorov-Smirnov tests. Data from these surveys will be compared using partial correlation coefficients to determine if there is a statistically significant relationship between student engagement and achievement. Student motivation will be measured using the Academic Motivation Scale, which has been shown to be time- and gender-invariant with strong reliability and internal consistency. Each set of surveys will be compared to previous years' surveys to determine if access to the ARL is increasing students' motivation over time. Kolmogorov-Smirnov tests will be used to ascertain if these differences are statistically significant.

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

If analysis of our evaluative data reveals ineffectiveness within our implementation process, we will modify our implementation methodologies. This may include necessary changes in the professional development opportunities provided for teachers and staff in order to ensure that student achievement is being attained. For example, further, purposeful professional development on how to utilize the available research tools within individual academic disciplines may be necessary in order to help teachers learn how to integrate informational media literacy and research skills into their content area. A modification in the amount of direct instruction received by students from the Research Librarian and Informational Specialist may also be increased if evaluative data is not showing the expected gains in student achievement. We do not anticipate an inability to achieve the reduction in the five year forecast because we have a district commitment to implement the identified reductions with fidelity. By implementing the grant as outlined in this application, we are assured to have an increased share of resources available to our students.

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

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

Please enter your response below.

We will measure the impact of The Academic Research Library using multiple qualitative and quantitative methods during each school year within the grant period and beyond. We expect students to show growth in their ability to access and evaluate information, use and manage information, analyze media, create media products, and apply technology effectively within each course they take. This will be measured using the following assessment tools: writing rubrics, formative and summative assessments, surveys. Additionally, circulation data will provide specific information related to the effectiveness of students' research skills. Student, Parent, and Teacher surveys will provide qualitative supporting evidence of the lasting impact on student achievement and the effect of increased resources to the classroom. These surveys will also provide quantifiable evidence of lasting changes in library/instructional design and delivery. We will continue the educational and financial investment of this project beyond the 5-year sustainability period because research states that meeting the needs of individual student achievement is the best instructional methodology. Foundational educational research clearly identifies that individualizing the instructional process for students leads to increased student achievement, motivation, and engagement (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky). The project framework identified within this grant proposal will allow us to continue implementing this educational initiative with fidelity. We also understand that as new informational delivery methodologies emerge through technology evolution, we will need to adapt our framework to capitalize on new opportunities.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

\* Student Achievement

We expect to demonstrate significant growth in individual student achievement in all content areas. We will evaluate this on an annual basis beginning at the end of the first year of implementation and will continue our evaluation procedures throughout the sustainability period. We expect students to show growth in their ability to access and evaluate information, use and manage information, analyze media, create media products, and apply technology effectively within each course they take. This will be measured using the following assessment tools: writing rubrics, formative and summative assessments, surveys. Additionally, circulation data will provide specific information related to the effectiveness of students' research skills. Student, Parent, and Teacher surveys will provide qualitative supporting evidence of the lasting impact on student achievement and the effect of increased resources to the classroom. These surveys will also provide quantifiable evidence

of lasting changes in library/instructional design and delivery. Our district will complete an Impact Study of The Academic Research Library with two primary objectives: to gain a deeper understanding of how The Academic Research Library helps students learn, and to assess how The Academic Research Library assists teachers in their teaching and research activities. Separate surveys will be created for teachers, students, and community members to evaluate the utilization of library resources, advancement of 21st Century Skills, the deepened understanding of content and process, empowered teaching and learning, and the networking and learning partnerships of students and teachers.

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

We expect annual spending reductions in the Five-Year Forecast of \$247,305.00. We will evaluate our progress at two points in time: January and June. We will track this through a district-created Straight A Grant Financial Score Card. On the Score Card, we will have a list of all reduction items. We will use the Score Card to verify that all identified reductions for the grant are on target for reduction. We will involve a committee comprised of representative key stakeholders who will evaluate the short and long term benchmarks, ensuring compliance with the Straight A Grant.

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

We expect a greater share of resources to be in the hands of our students through the implementation of this grant. We will evaluate our progress toward this goal at two points in time: January and June. We will track this through collaboration between the High School Building Leadership Team, the Curriculum Department, and the Treasurer's Department. As a team, we will evaluate the level of increased efficiency of our spending to ensure we are providing our classrooms with a greater share of resources and are in compliance with the Straight A Grant.

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

**\* Other Anticipated Outcomes**

We expect to observe other key program outcomes which may or may not be easily measured. We expect to have increased student engagement bolstered by the open workspace environment, before and after-school access to The Academic Research Library, and unlimited virtual access to digital resources. We also expect increased teacher comfort/aptitude with digital literacy in all content areas. We expect research and instructional practices to change as teachers gain familiarity with these tools.

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

Yes

No

*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

**\* Explain your response**

Our model for implementation can be fully replicated by districts. We believe in transparency and are willing to share all components of this project with any district in the State of Ohio. We will provide access to all of our working documents and grant proposal research and data. This will enable any building or district to apply our processes to meet the needs of their own student population. We will provide full access to a site visit with our grant writing team. Administration, teachers, parents, and community members would also be made available to those interested in replicating our project. In order to replicate our process, a school or district would need to research our proposal and identify their own library capabilities, print and digital resources, stakeholder interest, financial sustainability, and district-level commitment to the initiative. Our project implementation timeline would provide districts with the necessary framework to adapt the process to the scale of any building or district.

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

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

I accept William McGlothlin, Ed.D. Superintendent, Beaver Creek City Schools April 15, 2014 I accept Ernie Strawser Interim Treasurer, Beaver Creek City Schools April 15, 2014 I accept Susan Hayward, Ph.D. Director of Curriculum, Beaver Creek City Schools April 15, 2014

Consortium

Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Carl	Brun	937-775-2868	Carl.Brun@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	
Shandra	McKinney	937-912-7380	smckinney@wpcu.coop	Wright-Patt Credit Union		2455 Executive Park Blvd., , Fairborn, Ohio, 45324	
Colonel Carolyn	Patrick	937-257-8801	Carolyn.Patrick@us.af.mil	Wright Patterson Air Force Base		88 ABW/CV, 5135 Pearson Rd., Bldg 10, WPAFB, OH, 45433-5346	
Gary	Blake	937-499-5704	GJBlake@PremierHealthPartners.org	Premier Health Partners (Miami Valley Hospital)		110 N. Main Street, , Dayton, OH, 45402	
David	Hopkins, Ph.D.	937-775-2312	David.Hopkins@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	
Suzanne	Meek	888-285-3947	Suzanne.Meek@LexisNexis.com	LexisNexis		9443 Springboro Pike, , Dayton, OH, 45342	

Implementation Team

Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
William	McGlothlin, Ed.D.	Superintendent	Dr. McGlothlin's responsibility is to oversee the overall project. He will do this through weekly meetings with the Curriculum Director. Adjustments will be made to the implementation process and procedures, as needed.	Dr. McGlothlin has been in education for over 30 years. He has been a classroom teachers, assistant principal, principal, Title I Coordinator, Special Education Director, Associate Superintendent, and Superintendent.	Dr. McGlothlin has managed federal and state grants at several school districts. He has implemented the following programs during his time as an administrator: received an after-school reading program grant (ILS); received an emergency repair grant (USV); and received a safety grant (ILS).	
Dale	Wren	Assistant High School Principal	Mr. Wren's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Wren has been in education over 10 years. He has been a classroom teacher and an assistant principal.	Mr. Wren has implemented programs/or served in the capacity of the following during his time as an administrator: building level Leadership Team, Curriculum Instruction Council member, Athletic Council, Supplemental Contract Committee, Special Education Department Chair, and Facilities and Planning Athletic Council leader.	
Jason	Whitaker	Asssitant High School Principal	Mr. Whitaker's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Whitaker has been in education over 10 years. He has been a classroom teacher and an assistant principal.	Mr. Whitaker has implemented programs/or served in the capacity of the following during his time as an administrator: OTES Building Committee, building level Leadership Team, building anti-bullying committee, building Best Practices committee, Student Assistance Team, Chair of the Building Safety Committee, and is Ventures certified.	
Susan	Hayward, Ph.D.	Director of Curriculum	Dr. Hayward is the lead applicant and project manager for this grant. She will be responsible for managing the implementation. She will meet weekly with the Superintendent and all key members of the implementation team.	Dr. Hayward has been in education for over 25 years. She has been a classroom teacher, assistant principal, Curriculum Supervisor, university Professor, Title I Coordinator, Title II Coordinator, Race to the Top Manager, and Curriculum Director.	Dr. Hayward has managed a multi-million dollar state grant, several federal grants, and private grants. She has implemented the following programs during her time as an administrator: Ohio Schools to Watch, Response to Intervention K-12, OTES Implementation PreK12, Student Growth Measures Development PreK-12, Race to the Top, Middle School Model. In addition, Dr. Hayward has served as an ETech reviewer for Ohio's Online State Professional Development Plan, eRead Ohio facilitator, and expert reader for the Ohio Department of Education Reading First grants.	
Elizabeth	Sizemore	Curriculum Supervisor	Mrs. Sizemore's responsibility is to assist in the project management. She will meet weekly with all key	Mrs. Sizemore has been in education for over 14 years. She has been a classroom teacher, a Gifted	Mrs. Sizemore has supported the implementation of a multi-million dollar state grant and has managed a private grant. She has implemented the following	

			members of the implementation team, will serve as an administrative liaison to a building-level implementation team, and will provide frequent updates on the implementation process to the Project Manager.	Intervention Specialist, a Gifted Coordinator, and a Curriculum Supervisor.	programs during her time as an educator: Credit Flexibility Manager, Director of Summer Enrichment Programs, K-12 programs, OTES evaluator, Student Growth Measures Development Leader, and Ohio Science 7-12 Facilitator.	
Marian	West	High School Principal	Mrs. West's responsibility is to oversee the day-to-day implementation of the grant project at the building level. She will meet weekly with the Project Management Team to address all components of the implementation process.	Mrs. West has been in education for over 30 years. She has been a classroom teacher, Guidance Counselor, and the building principal for over 10 years.	Mrs. West has implemented programs/or served in the capacity of the following during her time as an administrator: Credit Flexibility ODE design team member, building level Leadership Team Director, OTES implementation and training, Response to Intervention, student assistance team, Crisis Team, Co-Chair and Presenter for High School Curriculum Mapping, Co-Chair and Presenter for High School Assessment for Learning initiative, and University College Advisory Board member.	
Roger	Gilbert	Assistant High School Principal	Mr. Gilbert's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Gilbert has been in education over 30 years. He has been a classroom teacher and an assistant principal.	Mr. Gilbert has implemented programs/or served in the capacity of the following during his time as an administrator: district and building OTES committee, building level Leadership Team, LPDC, district Safety committee, Co-Chair and Presenter for High School Curriculum Mapping, and Co-Chair and Presenter for High School Assessment for Learning initiative.	
Garey	Martin	Assistant High School Principal	Mr. Martin's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Martin has been in education over 20 years. He has been a classroom teacher and an assistant principal.	Mr. Martin has implemented programs/or served in the capacity of the following during his time as an administrator: OTES Building Committee, building level Leadership Team, district and building anti-bullying committee, Student Handbook committee, district and building Best Practices committee, Student Assistance Team, and is Ventures certified.	