Beavercreek City (047241) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (29)

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Adjusted Allocation 0.00
Remaining -999,000.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Innovating a Tradition of Excellence: Partnering with the Community to Provide a Flexible, Rich, and Challenging Learning Environment

2. Executive summary: Please limit your responses to no more than three sentences.
Our goal is to be at the forefront of a 21st century movement to shift our educational paradigms to the rapidly changing global educational environment and simultaneously offer the experience of a sound educational tradition that stands the test of time. This plan focuses on 21st century readiness for every high school student and aims to establish and maintain student-centered 21st century learning environments that nurture critical thinking, problem solving, communication, collaboration, creativity, research, mentorships, and innovation because Ohioans are competing in a global economy that demands innovation. Our experiential approach to learning will develop these capabilities by preparing students for their choice of post-secondary pursuits through the establishment of four Schools of Learning (Schools of Arts & Humanities; School of Business & Information Systems; School of Engineering, Industrial & Manufacturing Technologies; and School of Health, Human & Public Services) within the context of applied and practical learning opportunities with teachers, business leaders, and industry experts.

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

Today's graduates must not only be proficient in core academic subjects, they need to be able to collaborate, think critically, solve problems, and communicate effectively. Traditional high schools and the Ohio graduation requirement have set minimal academic expectations for students. Expectations of the Ohio and Common Core State Standards require unique skill competencies which are not a part of our current high school model. A Community Forum in March, 2014 revealed a strong need for community involvement, providing real-world work experiences for our high school students. Specifically, they identified the need for our students to have "assigned mentors," "real-world opportunities for career explorations," "interact with professionals," have an understanding of the "real-world applications for subjects taught," see "how certain knowledge skills can be applied in real-life." The world of work has changed dramatically, and yet the methods utilized to prepare students to enter it have remained static (Grasgreen, 2013; Michigan State University, 2001). In order to prepare students for the 21st century workplace, it is necessary to embed career education understanding and experiences into the academic experience. By fostering community partnerships with area business and industry leaders, all of our high school students, on an annual basis, will experience work-based learning opportunities, developing their 21st century college and career readiness skills. Our district has not completed a high school curriculum audit in the past 15 years. As a result, we have not changed our traditional high school model to reflect current research or best practices on the following: 21st century skills; personalized college and career paths; advanced programs, such as International Baccalaureate; AP courses (offerings and delivery methods); scheduling models; Program of Studies; and reading and writing across the disciplines.

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

The new Academic Partnership High School (APHS) will be at the forefront of creative and innovative practices, re-adjusting educational paradigms to meet the needs of the rapidly changing global and technological environment. The establishment of Schools of Learning, and the associated curriculum for each, coupled with required career development opportunities, will create a rich and challenging learning environment, enabling our students maximize their unique potentials, becoming life-long researchers and produce global citizens. APHS will offer a unique educational experience distinctively matched to the challenges and opportunities of the 21st century, where motivated students will use modern tools and methodologies to solve problems collectively and individually. Our students will graduate not only with the skills for success, but also with the sense of purpose to make a valuable contribution in the world. APHS has been designed in conjunction with research from the most innovative and influential high schools around the world and is singularly focused on developing the skills most required for competitiveness in today's world, including collaboration, critical thinking, creativity, and communication. We have listened carefully to the critical skill gaps identified by stakeholders and are developing core curricular and extended-curricular programs to ensure that all of our students will be prepared for college and beyond. As a result of stakeholder input, APHS will focus on broad interdisciplinary studies to build foundational knowledge through a combination of in-depth, hands-on laboratory experiences, interdisciplinary explorations, and real-world applications. Our district has a strong desire to engage civic and community organizations in deep and meaningful ways. By requiring partnership-based learning experiences of our students in grades 9-12, we will support community engagement and the development of essential 21st century skills in our students, including flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity, accountability, leadership, and responsibility. The career-development experiences will be deeply embedded in the mission, curriculum and instructional practices of APHS and will include school-based and off-site partnerships, such as job shadowing, mentoring, internships, service learning and apprenticeships. Digital portfolios, created within the Knowledge Foundations course, will document each student's experiences. Confirmed business partnerships include: Miami Valley Hospital, Wright State University, LexisNexis, and Wright-Patt Credit Union. Wright Patterson AFB will provide job shadowing, internship and mentor opportunities. APHS will emphasize the following: - The discovery of individual passions through four unique Schools of Learning: (1) School of Arts & Humanities; (2) School of Business & Information Systems; (3) School of Engineering, Industrial & Environmental Technologies (4) School of Health, Human & Public Services -Deep, immersive experiences in multiple contexts -Authentic mentorships based on student's interests -Increased AP course offerings, including online courses -Global competitiveness through the IB Diploma Programme -Reading Across Disciplines -Integrated, interdisciplinary thinking and intensive research and writing expectations in all disciplines -A diversity of perspectives and experiences within the curriculum and community partnerships -The opportunity to take risks and learn from a variety of educational experiences -A balanced approach to education that allows ALL students to emerge ready, excited, and inspired for college and careers -Academic and emotional support and the unique opportunity to play a role in shaping the school's future through a 9-12 Knowledge Foundations program -Authentic, rigorous formative and summative assessments tools

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.
We anticipate significant increases in student achievement as students are engaged and immersed in the newly designed curriculum for the Academic Partnership High School. The Academic Partnership High School is being created to increase student achievement for all 9-12 students across all academic content areas. Through the creation of four specialized Schools of Learning, each with an emphasis on research and writing, a required Senior Thesis, reading across disciplines, broader course offerings including AP and IB opportunities, a unified Knowledge Foundations course for all students 9-12, and required career-based learning opportunities, including mentoring and internships, we will directly increase student achievement, engagement, and motivation. Within the four unique Schools of Learning: (1) School of Arts & Humanities; (2) School of Business & Information Systems; (3) School of Engineering, Industrial & Environmental Technologies (4) School of Health, Human & Public Services, student achievement will increase. By moving to a school-within-schools model, students will be supported by smaller communities of learners, more motivated to learn, and will complete curricular projects tailored to develop skills within their selected school of learning. Research suggests that the approach of integrating challenging academic and technical curricula in the context of real-world application can produce many benefits for students, especially those who traditionally have not done well in conventional high school programs (Stern & Hoachlander, 2011). Research supporting the establishment of smaller communities of learners, as planned for the Knowledge Foundations courses, is also prevalent (Johnson, 2009; McClure, Yonezawa, & Jones, 2010; MacLaurie & Grat, 2002; Makkone, 2004; Ososky, Skinner, & Wolk, 2003; Shulkind & Foote, 2009; and Van Ryzin, 2010). Research shows that student achievement will increase by infusing reading and writing skills across the disciplines (Allen, 2012; Applebee & Langer, 2002; Dillon, 2010; Gere, et al., 2010; Horning, 2007; Lattimer, 2010; and Leu, et al., 2004). This will be evidenced through the creation, completion, and presentation of a high school senior thesis by all students. Broader course offerings will increase student achievement by creating an increased knowledge base in course-specific understanding (AP and IB). This will better prepare our students for college and career readiness by providing more diversity in course offerings and delivery methodologies. Student achievement will be increased as students deeply connect classroom learning to the real-world environment. The impact of mentoring and real-world experiences on student achievement is also well supported by research (DuBois & Karcher, 2005; Kennelly & Monrad, 2007; Rhodes & Lowe, 2008; Thompson & Vance, 2001; Thurlow, Sinclair, & Johnson, 2002; Zimmerman, Bingenheimer & Behrendt, 2005).

Due to the changes in all courses, there will be significant enhancement in the resources available to our students as a result of the implementation of this grant. Specific curriculum related resources that will be enhanced as a result of this innovation include: specialized, curriculum materials unique to each of the four Schools of Learning, infused with rigorous reading, writing, and research expectations, 21st Century Skills, and college and career readiness. Students will have expanded opportunities for advanced study through the additional AP course offerings and new delivery methods. This will provide our students with an expanded number of AP course offerings, from 9 to 24. Our students will develop a global perspective and experience increased expectations through the International Baccalaureate Diploma Programme's curricular requirements. As a result of becoming an IB Diploma Programme school, our students will gain access to the specialized IB curricular program components. The creation of the Knowledge Foundations courses for grades 9-12 will enhance student collaboration as they develop an in-depth understanding of the unique curriculum, including the Senior Thesis requirements, within a small-group support system. Through the use of modified block scheduling, students will have increased instructional time, enabling more depth of understanding of curricular components. The hallmark to this grant proposal is the addition of required, real-world, career-based learning opportunities with community partnerships. By extending the instructional day to include these mentorship opportunities, our students will experience authentic college and career readiness opportunities.

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 $1,402,335.00 over the course of the five-year sustainability period. In order to support the implementation of this project, the district has identified $280,467.00 in annual spending reductions, which more than accommodates for the recurring costs associated with implementation ($122,000.00, reducing each year of the sustainability period), leading to a total of $897,335.00 in net savings to the district over the duration of the five years of sustainability. In order to reduce the five-year forecast by $280,467.00 annually, we will be permanently eliminating OGT/Study Island support materials ($20,000.00 annually), permanently reducing K-12 textbook adoption cycle materials ($66,000.00 annually), and eliminating computer replacements within high school classrooms ($64,822.00 annually) and K-8 classrooms ($129,645.00). Through these eliminations and reductions, we will realize an annual savings of $280,467.00. This more than offsets the annual re-curbing costs ($505,000.00) of this project. We anticipate a net savings to our district, over the course of the Grant Year and the Five-Year Sustainability Period of $897,335.00, which 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.)

Due to the changes in all courses, there will be significant enhancement in the resources available to our students as a result of the implementation of this grant. Specific curriculum related resources that will be enhanced as a result of this innovation include: specialized, curriculum materials unique to each of the four Schools of Learning, infused with rigorous reading, writing, and research expectations, 21st Century Skills, and college and career readiness. Students will have expanded opportunities for advanced study through the additional AP course offerings and new delivery methods. This will provide our students with an expanded number of AP course offerings, from 9 to 24. Our students will develop a global perspective and experience increased expectations through the International Baccalaureate Diploma Programme's curricular requirements. As a result of becoming an IB Diploma Programme school, our students will gain access to the specialized IB curricular program components. The creation of the Knowledge Foundations courses for grades 9-12 will enhance student collaboration as they develop an in-depth understanding of the unique curriculum, including the Senior Thesis requirements, within a small-group support system. Through the use of modified block scheduling, students will have increased instructional time, enabling more depth of understanding of curricular components. The hallmark to this grant proposal is the addition of required, real-world, career-based learning opportunities with community partnerships. By extending the instructional day to include these mentorship opportunities, our students will experience authentic college and career readiness opportunities.

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.

999,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

To implement the instructional component of this project proposal with fidelity, the following costs must be incurred: Curriculum/Partnership Administrator for grant year 1 ($79,000.00), Professional Development ($300,000.00), contracted services with Partnership for 21st Century Schools ($50,000.00), School of Learning Curriculum Materials: School of Arts & Humanities ($105,000.00), School of Learning Curriculum Materials: School of Business & Information Systems ($115,000.00), School of Learning Curriculum Materials: School of Engineering, Industrial & Manufacturing Technologies ($120,000.00), School of Learning Curriculum Materials: School of Health, Human, & Public Services ($105,000.00), creation of the Knowledge Foundations curriculum for grades 9-12 ($50,000.00), increased Advanced Placement (AP) course offerings ($20,000.00), initial International Baccalaureate Expenses ($30,000.00), and contracted evaluation services ($25,000.00). The total cost for year one implementation of the grant will be $999,000.00, which equals the amount requested in the grant proposal. Annual reductions to the five year forecast will total $280,467.00, while annual recurring, sustainability costs begin at $122,000 and decrease annually. Across the entire five-year sustainability period, the recurring costs associated with this project ($505,000.00) will be more than offset by the total reductions to the Five-Year Forecast ($1,402,335.00), enabling the district to have a significant cost savings in the five-year forecast through implementation ($897,335.00). This information is also provided within the attached financial documents. Our research has shown that the implementation of Schools of Learning will allow us to meet the individual needs of students and significantly impact student achievement in all subject areas. The investment in these materials and resources will result in a greater share of resources being placed in the classroom and directly into the hands of our students. Because this is a large scale shift in lesson delivery options, we know we will need to provide ongoing professional development and technical support to our teachers, students, parents, and building principals. The hiring of a Curriculum/Partnership Administrator with expertise in 21st Century Learning, will allow us to have an individual dedicated to ensuring the success of the developed community partnerships and the new curricular initiatives. The realignment to our curricular infrastructure, including the additional of an IB programme and increase AP course offerings and delivery methods, is required to provide all our high school students with the necessary 21st century skills for individual college and career readiness.

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.
The costs for sustaining this project proposal represent the need for continual academic support during the five-year sustainability period. To continue the proposed changes with fidelity, there will be recurring costs throughout the five-year sustainability period. On-going professional development is critical to the success of the program. The significant shift in pedagogy, philosophy, and instructional methodologies necessitates continual professional development. Total recurring costs for professional development will be $175,000.00. We expect to spend $50,000.00 during each of the first two years of the sustainability period, and $25,000 during each of the three remaining years of the sustainability period. This commitment to professional development demonstrates our desire for the project to be successfully implemented and refined. Continued contracted services with The Partnership for 21st Century Schools will enable our teachers to continue to deepen their knowledge, understanding, and application of 21st century learning. The annual recurring costs associated with the P21 contracted services will be $10,000.00, totaling $50,000.00 across the duration of the grant's sustainability period. During the five year sustainability period, as teachers deliver and refine instruction specialized to the various Schools of Learning, we anticipate that they will identify the need for additional instructional materials. We expect to have recurring instructional costs associated with each School of Learning, with the amounts varying based on the degree of specialization. We anticipate these costs to be higher at the beginning of the sustainability period, and be reduced near the end of the sustainability period. Total recurring costs, across all five years of sustainability, by School of Learning are: School of Arts & Humanities ($34,000.00), School of Business & Information Systems ($38,000.00), School of Engineering, Industrial & Manufacturing Technologies ($44,000.00), School of Health, Human, & Public Services ($34,000.00). We anticipate similar decreasing recurring costs associated with the Knowledge Foundations Curriculum for grades 9-12. It is expected that this curriculum will have a total recurring cost, across the duration of the five sustainability years, of $25,000.00. Expanding the available AP courses and including online AP course offerings will allow our students to access courses and delivery methods not otherwise available to them. We expect an annual recurring cost of $10,000 to provide this service to our students, with a total recurring cost, across the five years of sustainability, of $50,000.00. Becoming an International Baccalaureate Diploma School will create lifelong learners with a global perspective. The five-year recurring expenses associated with being an International Baccalaureate Diploma School will be $55,000.00, with $11,000.00 occurring annually. The total recurring costs for maintaining this grant proposal throughout the five-year sustainability period of the grant will be $505,000.00. During the five-year sustainability period, the recurring costs associated with this project will be more than offset by the significant reductions to the Five-Year Forecast ($1,402,335.00), enabling the district to have a net savings of $897,335.00 through grant implementation.

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.

$280,467.00 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.

Due to permanent reductions in the Five-Year Forecast, we will have significant savings as a result of the implementation of this innovative project. The reduction of OGT/Study Island Support Materials ($20,000.00 annually) will be mitigated by the changes in instructional methodologies and the advent of the PARCC assessments. A $66,000.00 permanent annual reduction in the K-12 textbook adoption budget during the initial grant year and each of the sustainability years will occur as a result of careful budgeting and the increased digitalization of curricular support materials. To support this project, we will no longer be replacing the student computers within individual classrooms at both the high school ($64,822.00 annually) and K-8 levels ($129,645.00 annually). New devices at the K-8 level have replaced the computers, rendering them unnecessary. Because students will be utilizing new technologies within the re-designed library/IMC area, classroom student computers at the high school level are no longer necessary. The above reductions provide an annual reduction of $280,467.00 to the five year forecast and a total savings of $1,402,335.00 across the five year sustainability period. The total cost for year one implementation of the grant will be $999,000.00, which equals the amount requested within the grant proposal. During the five-year sustainability period, the recurring costs associated with this project ($505,000.00) will be more than offset by the reductions to the Five-Year Forecast ($1,402,335.00), enabling the district to realize a net savings of $897,335.00 through grant implementation.

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.
We will have significant savings as a result of the implementation of this innovative project due to permanent reductions in the Five-Year Forecast. The total cost for year one implementation of the grant will be $999,000.00, which equals the amount requested within the grant proposal. During the five-year sustainability period, the recurring costs associated with this project ($505,000.00) will be more than offset by the reductions to the Five-Year Forecast ($1,402,335.00), enabling the district to realize a net savings of $897,335.00 through grant implementation. The total cost of program implementation for our district during the initial grant year and the five years of the sustainability period is $1,504,000.00, including the $999,000.00 requested from the grant. The total savings reductions as a result of the implementation of this project proposal are $1,402,335.00. 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. We anticipate a net savings to our district of $897,335.00 over the course of the grant's five year sustainability period, with the amount saved increasing each year. The grant funding will pay for all costs associated with the initial implementation. The Sustainability Year 1 net savings are $158,467.00; Sustainability Year 2 savings is $160,467.00; Sustainability Year 3 savings is $189,467.00; Sustainability Year 4 savings is $193,467.00; Sustainability Year 5 savings is $195,467.00. The specific expenditure reductions include the following: 3,040 (Supplies and Materials) from the reduction in OGT/Study Island support materials and a reduction in K-12 textbook adoption cycle materials and 3,050 (Capital Outlay) from the reduction in stationary technology hardware. By making such significant savings reductions to our Five-Year Forecast, we will be able sustain this grant beyond the required five-year sustainability period. The costs and savings information is available in the supporting 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.

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 - 02/2015

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

Our research and site visits on best practices in high schools across the world (STEM, IB, Magnet, US News and World Report Best High Schools, Schools-within-schools) revealed the need for redesigning teaching and learning. Research indicates that increasing student engagement through authentic mentoring opportunities, increased advanced course offerings, and the creation of smaller communities through Schools of Learning, directly impacts student achievement. Budget analysis revealed areas for elimination and reduction, allowing significant reduction to the five-year forecast. "Utilization of a Greater Share of Resources in the Classroom," will be achieved through more efficient purchasing, allowing for increased resources. From Aug. 2014 to Feb. 2015, we will complete the Design and Creation of Curricular Frameworks planning process. We will meet with the P21 consultant and establish a communication plan to share results with stakeholders. We will create 21st Century collaborative initiatives, hold monthly full-day curriculum meetings, and have 2-hour early release meetings twice monthly for curriculum planning. From Aug. 2014 to Feb. 2015, we will complete the planning process for acquiring curricular materials, AP course expansions, and building community partnerships. We will hold collaboration meetings with community partners and begin the Consideration Phase for becoming an IB school. Planning meetings regarding AP course expansions will occur and a communication plan will be created to keep stakeholders informed. We will work with the P21 consultant, hold monthly meetings, and will have 2-hour early release meetings twice monthly. Beginning in July 2014, we will create PD plans for training teachers, staff, students, and community members on the Schools of Learning, community mentorships, expanded AP courses and delivery methods, and the IB School. 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 planning, design and creation of the Schools of Learning and the professional development necessary for successful implementation, there is a vast amount of preparation and planning that must be completed prior to implementation. We will mitigate this barrier by working closely with curriculum experts in order to gather the necessary information in an expedited manner. We will also work closely with our teachers and community partners to ensure that the planning process is thorough and efficient.

18. Implementation - Process to achieve project goals

* Date Range 08/2014 - 06/2015
The implementation of this project includes 3 workstreams: (1) design and creation of curricular framework for the Schools of Learning (Course of Study); (2) acquisition of curriculum materials and resources and establishment of community mentoring partnerships; and (3) communication/professional development 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, Principals, Parents & Community members, Curriculum & Special Education Departments, and the Superintendent. For each workstream we have defined a set of milestones illustrated in the "Project Plan." Each milestone has a designated deadline to ensure a successful implementation. Implementation Plan for Workstream 1: Beginning in February 2015 we will create the curricular framework, course of study for each School of Learning, and the creation of The Academic Partnership High School Program of Studies. Implementation Plan for Workstream 2: Beginning in February 2015, we will purchase curriculum materials and resources, finalize the student expectations and contracts for partnerships, the Request for Candidacy consideration for IB, and contract with an online course provider. Implementation Plan for Workstream 3: Beginning in August 2014, teachers and administrators will receive PD within committee, staff, and department, and curriculum milestones. Between February and May of 2015, students, parents, and community members will receive monthly communication on the project and will receive comprehensive information about all aspects of the project.

* Anticipated barriers to successful completion of the implementation phase.

We anticipate that the largest barrier for the implementation of the Design and Creation of the Curricular Framework workstream will be the completion of the curricular frameworks for each School of Learning within the timeline. In order to ensure new course articulations are complete in time for spring course registration to occur, there will be very little time for delays in the process. We will mitigate this barrier by working collaboratively to accomplish the work, adhering to the implementation timeline carefully. We anticipate that the largest barrier for the implementation of the Acquisition of Curriculum Materials and Resources and Establishment of Community Mentoring Partnerships will be determining the curricular materials necessary for the specialized courses within each School of Learning. To mitigate this barrier, Implementation Teams consisting of stakeholders, will carefully research best practices and curricular resources for each unique School of Learning to collaboratively identify the necessary curricular needs. We anticipate that the largest barrier for the implementation of the Professional Development workstream will be providing professional development within each area of specialization of the four Schools of Learning to ensure teachers are fully prepared to provide high quality instruction for our students. Additionally, ensuring that students, parents, and community members fully understand the over-arching goals of the philosophical change so they not only understand the educational impact of the change, but see the underlying value in it as well. We will mitigate this barrier by open communication with our teachers, staff, students, parents, and community members throughout the training process, ensuring needs are met and nuances are understood.

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

* Date Range 06/2014 - 08/2015

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. We will partner with WSU to develop and conduct quantitative and qualitative research. Their evaluation team will analyze 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 will be used in conjunction with questionnaire and observation data, as well as with qualitative data to ensure a thorough and balanced evaluation. We will survey our stakeholders to collect data on student engagement, teacher implementation, and parent/student/community understanding of the grant initiative. We will analyze student achievement from OGT, PARCC, End of Course Exams, and SLOs, providing data on all aspects of APHS. We will look at this data from all levels to develop a full perspective of the impact on student achievement from the implementation of this project. We will scrutinize assessment data to identify changes in the college and career readiness. Summative evaluations will continue to occur annually through the grant's sustainability period. Success within each Work Stream will provide evidence of the successful implementation. Workstream evaluation timeline: March 2015: completion of the curricular framework, the completed APHS Program of Studies, and Course Scheduling; May 2015: comprehensive collection of resources appropriate for each School of Learning, based on the standards and 21st Century skills, the comprehensive collection of business partners for mentoring opportunities within each School of Learning, remaining on-target for IB Candidacy consideration, and a comprehensive listing of online AP courses; June 2015: complete survey and remaining needs assessment with all stakeholders.

* 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:

Upon creating the APHS, significant changes in instructional design, practices, and student growth will occur, preparing 21st century learners using 21st century teaching methodologies. The integrated studies at APHS will offer a balanced approach to the curriculum, including college-like academics, allowing for individual choice, advanced studies, and guided mentorship opportunities. The Schools of Learning will provide a robust conceptual foundation in the core disciplines, as well as in methods of thinking and reasoning. Balanced graduation requirements will ensure competence across disciplines as well as deep inquiry into topics of individual interest within the Schools of Learning. Specialized electives will allow students to progress according to their readiness levels. Unique from the traditional high school experience the Schools of Learning focus on an area of interest that motivates them and to be better prepared for post-secondary choices.
Within the School of Arts & Humanities students will select from specialized courses in the arts, audio-visuals, and communications. The School of Business & Information Systems will offer specialized courses in business management and administration, finance, information technology, and marketing, sales, and service. Within the School of Engineering, Industrial & Manufacturing Design, students will be able to select specialization in environmental and natural resources, architecture and construction, manufacturing, science, technology, engineering, or mathematics, and transportation, distribution, and logistics. The School of Health, Human, & Public Services will offer a selection of courses specializing in hospitality and tourism, education and training, health science, human services, law, public safety, and security, and government and public administration. Additionally, we will be able to dedicate large amounts of time to the newly specialized academic pursuits of our students utilizing a Modified Block schedule. A unique feature to each of the Schools of Learning is the embedded career-based learning opportunities that honor individual student interests and take full advantage of the resources available in our local area.

Students will engage in primary field research, internship programs, and other applied learning opportunities as a requirement for graduation. The individual mentorships, apprenticeships, job shadowing, and service learning opportunities will match students with experts who will act as mentors, provide feedback on student work, and council them on real-world applications and skill development. The Knowledge Foundations program will provide students with academic and emotional support and a unique opportunity to play a role in shaping the school's future. Specialized instruction related to research, critical thinking and problem solving, collaboration, communication, mentorships, and the Senior Thesis will provide students with in-depth understanding and a small-group support system. These courses will become a two-way avenue of communication, ensuring that not only are students' needs met, but also that their voices are heard. To serve as a capstone to the APHS curriculum, all students will successfully complete a Senior Thesis. The Senior Thesis will provide an opportunity for students to research a specific area of interest with a mentor, completing an original process/product that will contribute to the field of study.

Students will experience courses with rigorous reading, writing, and research expectations. Instructional methodologies will be modified to reflect the need for students to authentically engage in relevant research and to express their work in cohesive, well-developed manuscripts. Research methodologies and reporting formats will significantly increase the college and career readiness of our students. The purposeful integration of critical reading skills through RAD will enable our students to improve and apply their literacy skills.

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.

The pool of available research for this innovative approach to high school education is limited, but the individual aspects of the plan are supported by research. There is growing evidence that a career pathways approach to high school education will improve student outcomes. The research on the effectiveness of career academies suggests that teaching integrated curricula can improve student achievement in specific, measurable ways (California Center for College and Career, 2014). Other research on career academies is also promising-indicating increases in graduation rates, exit exam passing rates, and the number of students eligible for state colleges (A Profile of Partnership Academies, 2010). Even without an integrated curriculum. Students simply taking both care academic and career specific courses have lower dropout rates and better achievement gains than comparison groups of students (CAROCP, 2014). Research suggests that the approach of integrating challenging academic and technical curricula in the context of real-world application can produce many benefits for students, especially those who traditionally have not done well in conventional high school programs (Stern & Hoachlander, 2011). The impact on student achievement from infusing reading and writing skills across the disciplines, as well as supporting a high school senior thesis, is well-documented in research (Allen, 2012; Applebee & Langer, 2002; Dillon, 2010; Gere, et al., 2010; Horning, 2007; Lattimer, 2010; and Leu, et al., 2004). Research supporting the establishment of smaller communities of learners as planned for the Knowledge Foundations courses is also prevalent (Johnson, 2009; McClure, Yonezawa, & Jones, 2010; MacLaury & Gratz, 2002; Makkone, 2004; Ososfky, Sinner, & Wolk, 2003; Shulkind, 2007; Shulkind & Foote, 2009; and Van Ryzin, 2010). The impact of mentoring and real-world experiences on student achievement is also well supported by research (DuBois & Karcher, 2005; Kennelly & Monrad, 2007; Rhodes & Lowe, 2008; Thompson & Vance, 2001; Thurlow, Sinclair, & Johnson, 2002; Zimmerman, Bingenheimer & Behrendt, 2005). As we transition to this new vision for the high school experience for our students, a greater share of resources will be placed directly into the hands of our students. Through the implementation of this grant, our students will have expanded course offerings (AP, Knowledge Foundations courses), International Baccalaureate Programme opportunities, specialized Schools of Learning and associated curriculum, existing curricular modifications, access to real-world experiences through community partnerships. Additionally, savings incurred from reductions in K-12 textbook adoption cycle materials and remediation support materials, coupled with the ability to reduce K-8 and high school classroom technology replacements, will enable us to realize a net savings of $897,335.00 through grant implementation. We have carefully analyzed these reductions in order to ensure that they are permanent, credible, and verifiable and will not inhibit the instructional process within our district.

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

The response should provide specific quantitative 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 Partnership High School using multiple qualitative and quantitative methods during each school year within the grant period and beyond. We expect students to show growth in their 21st century skills, including problem solving, communication, collaboration, critical thinking, using yearly pre- and post-assessments. We will quantitatively measure academic progress annually with Student Growth Measures (SLOs) by administering pre- and post-assessments to each student. We will also analyze student achievement trends as measured through normed-referenced assessments, including the PARCC, ACT, SAT, PSAT, and End of Course Exams (AP and ODE). We expect growth trends to occur annually. A portfolio of student work will be utilized in grades 9-12 for each student. It will contain items to allow for qualitative measurements of student growth, such as: scored writing rubrics, sample formative and summative assessments, annual research papers leading to the Senior Thesis, interdisciplinary units, and other pertinent student work reflective of their learning path. 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 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 delivery methodologies emerge, 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 our students to demonstrate significant growth in individual student achievement in all content areas in grades 9-12. Our district will complete an Impact Study of the integration of Schools of learning, rigorous reading and writing expectations including the Senior Thesis, reading across the disciplines, mentorships and job shadowing, the creation of the Knowledge Foundations course. The purpose of this Impact Study will quantifiably measure short and long-term objectives, which will be tracked by Wright State University’s Multi-Disciplinary Evaluation Institute. Separate surveys will be created for teachers, students, and community members to evaluate the effectiveness of the individual components and their impact on student achievement, student engagement, the advancement of 21st Century Skills, the deepened understanding of content and process, empowered teaching and learning, and the networking and learning partnerships of students.
teachers, and community members. Working with our partner organizations (P21 and Wright State University), we will compare our implementation processes and results with those of other schools across the nation.

* Spending Reduction in the five-year fiscal forecast

We expect annual spending reductions in the Five-Year Forecast of $280,467.00. 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, they 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 hope to observe other key program outcomes which may not be easily measured. (1) Increased student engagement bolstered by the specialized schools of learning; (2) increased teacher comfort/aptitude with rigorous reading and writing instructional methodologies; and (3) evolution of instructional practice as teachers gain familiarity with innovative teaching tools and are better positioned to take advantage of 21st century learning models not possible using traditional high school teaching techniques. Surveys and observations will help provide evidence to the occurrence of these outcomes, but may not fully capture the essence of the results.

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

☐ Yes

☐ No

* 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 curricular re-alignment capabilities, curriculum 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, Beavercreek City Schools April 15, 2014 I accept Ernie Strawser Interim Treasurer, Beavercreek City Schools April 15, 2014 I accept Susan Hayward, Ph.D. Director of Curriculum, Beavercreek City Schools April 15, 2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Carl</td>
<td>Brun</td>
<td>937-775-2868</td>
<td><a href="mailto:Carl.Brun@wright.edu">Carl.Brun@wright.edu</a></td>
<td>Wright State University</td>
<td>063123</td>
<td>3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001</td>
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<tr>
<td>David</td>
<td>Hopkins, Ph.D.</td>
<td>937-775-2312</td>
<td><a href="mailto:David.Hopkins@wright.edu">David.Hopkins@wright.edu</a></td>
<td>Wright State University</td>
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<td>3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001</td>
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<tr>
<td>Shandra</td>
<td>McKinney</td>
<td>937-912-7380</td>
<td><a href="mailto:smckinney@wpcu.coop">smckinney@wpcu.coop</a></td>
<td>Wright-Patt Credit Union</td>
<td></td>
<td>2455 Executive Park Blvd., Fairborn, OH, 45324</td>
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<tr>
<td>Colonel Carolyn</td>
<td>Patrick</td>
<td>937-257-8801</td>
<td><a href="mailto:Carolyn.Patrick@us.af.mil">Carolyn.Patrick@us.af.mil</a></td>
<td>Wright Patterson Air Force Base</td>
<td></td>
<td>88 ABW/CV, 5135 Pearson Rd., Bldg 10, Fairborn, OH, 45433-5346</td>
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<tr>
<td>Gary</td>
<td>Blake</td>
<td>937-499-5704</td>
<td><a href="mailto:GJBlake@PremierHealthPartners.org">GJBlake@PremierHealthPartners.org</a></td>
<td>Premier Health Partners (Miami Valley Hospital)</td>
<td></td>
<td>110 N. Main Street, Dayton, OH, 45402</td>
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<tr>
<td>Suzanne</td>
<td>Meek</td>
<td>888-285-3947</td>
<td><a href="mailto:Suzanne.Meek@LexisNexis.com">Suzanne.Meek@LexisNexis.com</a></td>
<td>LexisNexis</td>
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<td>9443 Springboro Pike, Dayton, OH, 45342</td>
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<tr>
<td>Susan</td>
<td>Hayward, Ph.D.</td>
<td>Curriculum Director</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Garey</td>
<td>Martin</td>
<td>Assistant High School Principal</td>
<td>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.</td>
<td>Mr. Martin has been in education over 20 years. He has been a classroom teacher and an assistant principal.</td>
<td>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.</td>
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<tr>
<td>William</td>
<td>McGlothlin, Ed.D.</td>
<td>Superintendent</td>
<td>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.</td>
<td>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.</td>
<td>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).</td>
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<tr>
<td>Rodger</td>
<td>Gilbert</td>
<td>Assistant High School Principal</td>
<td>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.</td>
<td>Mr. Gilbert has been in education over 30 years. He has been a classroom teacher and an assistant principal.</td>
<td>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.</td>
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<tr>
<td>Dale</td>
<td>Wren</td>
<td>Assistant High School Principal</td>
<td>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</td>
<td>Mr. Wren has been in education over 10 years. He has been a classroom teacher and an assistant principal.</td>
<td>Mr. Wren has implemented programs/or served in the capacity of the following during his time as an administrator: building level Leadership Team, Curriculum</td>
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<tr>
<td>Jason</td>
<td>Assistant High School Principal</td>
<td>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.</td>
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<td>Mr. Whitaker has been in education over 10 years. He has been a classroom teacher and an assistant principal.</td>
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<td>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.</td>
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<tr>
<td>Elizabeth</td>
<td>Curriculum Supervisor</td>
<td>Mrs. Sizemore's responsibility is to assist in the project management. She will meet weekly with all key 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.</td>
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<td>Mrs. Sizemore has been in education for over 14 years. She has been a classroom teacher, a Gifted Intervention Specialist, a Gifted Coordinator, and a Curriculum Supervisor.</td>
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<td>Mrs. Sizemore has supported the implementation of a multi-million dollar state grant and has managed a private grant. She has implemented the following 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.</td>
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<td>Marian</td>
<td>High School Principal</td>
<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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