### Budget

Beavercreek City (047241) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (26)

U.S.A.S. Fund #: 466

#### Plus/Minus Sheet (opens new window)

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#### Adjusted Allocation

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A) APPLICANT INFORMATION - General Information

1. Project Title:
The Learning Commons: Creating an Innovative, Dynamic, and Academically-Engaging Learning Environment

2. Project Summary: Please limit your responses to no more than three sentences.
The creation of this new learning environment will encourage academic curiosity untrammeled by preconceptions or physical barriers. This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

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

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

Upon successful implementation, we may consider expanding this grant to include our 2 middle school buildings, increasing the number of impacted students by approximately 1900 students. The grant may be further expanded to the elementary buildings, increasing the number of impacted students by approximately 3600 students. These two expansions would bring the number of impacted students, including those represented by the initial grant, to approximately 8200 students K-12. We would also like to extend this grant to regional partners, including other county school districts and the Career Center. These partners were invited to participate in the grant at its inception, but were unable to commit to the sustainability requirements of the digital collections. If these expansions were able to come to fruition, the grant would have the potential to impact 24,000 K-12 students.

5. Lead applicant primary contact:

First and 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, OH 45431

Phone Number of lead applicant
937-458-2417

Email Address of lead applicant
Susan.Hayward@Beavercreek.k12.oh.us

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

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

☐ Yes
☐ No

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

Add Consortium Members

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

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

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

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

a. The current state or problem to be solved; and

To be effective in the 21st century, students must be able to exhibit a range of learning and innovation skills. These skills are "what separate students who are prepared for increasingly complex life and work environments in today's world, and those who are not" (P21, 2015). In order to succeed in the complex life and work environments of the globally competitive, 21st century information age, students must develop new skills, including information literacy, media literacy, communication, and technology literacy. Growing up in a digital world with technologies at their ready, today's students have the opportunity to multitask in ways that were never thought possible. There is a chasm between the digital habits of students and the traditional nature of schooling. According to the results of 2014 and 2015 community forums, our community stakeholders identified the need for our students to: write 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; effective communication skills; and ways to collect, analyze and present data. Libraries have
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

*A Learning Commons is a common or shared space that is both physical and virtual. It is designed to move students beyond mere research, practice, and group work to a greater level of engagement through exploration, experimentation, and collaboration. A Learning Commons...allows users to create their own environments to improve learning. A Learning Commons is about changing school culture, and transforming the way teaching and learning occur" (Loertscher, Koechlin, & Rosenfeld, 2012). Printed books continue to play a critical role in supporting learners, but digital technologies offer additional pathways to learning and content acquisition. The creation of the Learning Commons (LC) 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 the community. It involves collaboration among districts, teachers, families, and community members, all anchored around the central space of the Learning Commons. The Learning Commons is comprised of four distinct learning spaces: The Open Commons, the Virtual Commons, the Physical Commons, and the Investigative Commons. The Open Commons represents a new model for working in and accessing the learning space, creating a place where knowledge is socially constructed in an inviting and collaborative atmosphere. The Virtual Commons will harness the power of technical infrastructure, supporting unlimited access to learning resources, virtual spaces to capture and showcase student learning, and opportunities for multi-faceted communication, collaboration, and construction of knowledge, both locally and globally. The Physical Commons will offer a technology-rich, flexible space for learning by individuals, small teams, and large groups. It will serve as a knowledge creation center. The Investigative Commons will be where engagement and new technologies meet. It will capitalize on the ability to connect pedagogical experts from across the region and the world to discuss, explore, and share innovative techniques, methodologies, and initiatives. Results from community forums in 2014 and 2015 indicate that our stakeholders believe students need 21st century skills for college and career readiness. The Learning Commons will be a sustainable investment, focused on the following core standards of practice: facilitating collaborative engagements to cultivate and empower a community of learners; advancing the learning community to achieve school goals; cultivating effective instructional design to co-plan, teach and assess learning; fostering literacies to empower life-long learners; and designing learning environments to support participatory learning. Reading will thrive, learning literacies and technologies competencies evolve, and critical thinking, creativity, and innovation will be cultivated. Within the Learning Commons, "everyone is a learner; everyone is a teacher working collaboratively toward excellence" (Canadian Library Association, 2014). The Learning Commons will allow all stakeholders to take advantage of the vast array of educational resources available, both as physical visitors streaming in and out throughout the day, and as virtual visitors beyond the school day. The purposeful use of the Learning Commons will emphasize thoughtful, deep understanding, and build personal expertise in students. The Learning Commons will be the intersection between teacher, student, content, and technology, where learning to be intensely collaborative, extending beyond the classroom, school, and textbooks and into the broader global community.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

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

We expect the Learning Commons 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 research studies across the United States (New York Comprehensive Center, 2011). (1) Student achievement is directly correlated to the availability of instructional resources. The creation of the Learning Commons will provide students, teacher, administrators, and community members with 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. (2) Increasing our teachers' ability to integrate informational and media literacy into their content areas will increase student achievement. High-quality professional development related to the use of the digital, print, and technology resources within the Learning Commons 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. (3) Collaborative learning has been widely documented as a successful approach to raising student achievement in hundreds of studies and various meta-analyses and is considered an essential 21st century skill. By providing our students the necessary tools and learning spaces for collaborative learning within the Learning Commons, we will produce greater achievement and more positive attitudes than can be achieved with just the use of traditional instructional methodologies (Williams, 2009).

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

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

In order for these outcomes to be realized, we must provide our students, teachers, and community members with the necessary training and professional development to fully utilize the new resources available. Additionally, the Learning Commons must be used by teachers and students in order to meet the expectations of Ohio's New Learning Standards and develop 21st century skills. It is assumed that the robust research, cited within other responses on the Learning Commons, is valid and true.

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

Our district has been making a concentrated effort to integrate 21st century skills across all subject areas, but more is needed in order to ensure our students are college and career ready. Traditionally, high school students have not been expected to perform at the high rigor level that is now defined by Ohio's New Learning Standards and the Common Core State Standards (CCSS). At the university level, research libraries support the depth and rigor of the university curriculum. The creation of the Learning Commons is essential to prepare
our students to exhibit a range of 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. *To be ready for college, workforce training, and life in a technological society, students need: (1) the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, (2) to conduct original research in order to answer questions or solve problems, and (3) 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 Learning Commons 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. Research clearly supports the need for the opportunities and resources that will be provided within the Learning Commons. The following research studies exemplify the correlation between the Learning Commons and student achievement. (1) 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). (2) 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). (3) 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). (4) 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). (5) 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). (6) School libraries promote student achievement by helping to synthesize the necessary skills needed to align standards with curriculum (ERIC Development Team, 2001). (7) School librarian involvement in PD activities creates a school environment that promotes leadership and achievement (ERIC Development Team, 2001). (8) 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).

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

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

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

Baseline data will be collected from multiple sources, including state and national assessments, professional development surveys, and Student Growth Measure (SLO) pre-test data. In order to effectively assess our project implementation, we will be partnering with Wright State University CUPA/Multidisciplinary Evaluation Group to 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 quantitative and qualitative evaluation benchmarks will track progress both for fidelity to the proposed project's immediate impact, as well as long-term impacts in terms of student achievement. Quantitative data (e.g., standardized test results including ACT/SAT scores) will be used in conjunction with questionnaire and observation data, as well as with qualitative data (e.g. curriculum and 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 survey our stakeholders following professional development in order to collect both qualitative and quantitative data about the implementation of the Learning Commons. The second component of our summative evaluation will be the Learning Commons Impact Study, conducted with teachers, students, and community members. The impact study will collect data on student engagement, 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 use this data 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.

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

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 literacy and research skills into their content area. Additionally, we are prepared to modify the resources within the Learning Commons, if data indicated a discord between available resources and stakeholders' needs.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.
iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

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

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

c. Utilization of a greater share of resources in the classroom

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

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

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

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

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

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

d. Implementing a shared services delivery model

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

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

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

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

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.
10. Which of the following best describes the proposed project? - (Select one)
   a. New - Never before implemented
   b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   c. Replication - Expansion or new implementation of a previous Straight A Project
   d. Mixed Concept - Incorporates new and existing elements
   e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.
   a. Enter a project budget in CCIP (by clicking the link below)
   b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)
   c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

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

The 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: construction ($150,000), technology equipment and printing ($105,000), digital and print resources and subscriptions ($75,000), professional development ($15,000), contract services with Wright State University's Multi-Disciplinary Evaluation Research Team ($15,000), and on-going maintenance costs ($2,000) during each year of the sustainability period. 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 purchase of these educational resources will enable us to harness the rigor of the Common Core State Standards, Ohio's New Learning Standards, College and Career Readiness, and 21st century skills. Central to the 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 Ohio's New Learning Standards and 21st century skills. Upgrading our available technology will allow students, teachers, and community members to apply their learning on the most current and relevant technology hardware. Rich 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.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.
   63,000.00 a. Sustainability Year 1
   63,000.00 b. Sustainability Year 2
   63,000.00 c. Sustainability Year 3
   63,000.00 d. Sustainability Year 4
   63,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation.
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 ($51,000), costs associated with student and staff printing ($5,000 annually), costs associated with maintenance and repair ($2,000 annually), and on-going professional development ($5,000). 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 are available to our students, as opposed to a limited print collection alone, we anticipate an increase in the day-to-day printing and copying costs, including cartridges and paper supplies. Increased digitization and printing will also necessitate increased equipment maintenance and repairs. On-going professional development will be necessary to ensure effective utilization of the newly available resources.

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

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

17. Please explain how these cost savings will be derived from the program.

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

As a direct result of the creation of the Learning Commons, we will be able to eliminate the replacement and upkeep of obsolete IMC equipment, materials and supplies. This will result in an anticipated savings of $18,000 annually. In addition, as a part of our district’s streamlining of processes, we will be saving $30,000 annually in support printing costs. Combined, these savings will save the district $48,000 annually beginning the first year of sustainability.

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

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

As a direct result of the creation of the Learning Commons, we will be able to reduce Course of Study dollars to by $15,000.00. This amount will account for the remaining portion of the sustainability costs associated with this grant.

D) IMPLEMENTATION

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

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

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

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

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

21. Planning

a. Date Range

Beginning in October, 2013 we sought innovative methodologies that would allow us to increase the rigor of 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. 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 high school libraries and an increased emphasis on student research, directly impacts student achievement (Gavigan & Kurts, 2010). From February, 2016 through March, 2016 we will complete the Design and Construction planning process for the physical changes necessary at Beavercreek High School. 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 design team will create and finalize the design plan and establish a communication plan to share the results with all stakeholders. From February, 2016 - March, 2017 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 January, 2016 -
22. Implementation (grant funded start-up activities)

a. Date Range 02/2016-05/2017

b. Scope of activities - include all specific completion benchmarks

Beginning in October, 2013 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. 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 high school libraries and an increased emphasis on student research, directly impacts student achievement (Gavigan & Kurtts, 2010). From February, 2016 through March, 2016 we will complete the Design and Construction planning process for the physical changes necessary at Beavercreek High School. 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 design team will create and finalize the design plan and establish a communication plan to share the results with all stakeholders. From February, 2016 - March, 2017 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 January, 2016 - August, 2016 we will create professional development plans for training teachers, staff, students, and community members on how to utilize the components of the Learning Commons. A communication plan will be collaboratively created to ensure all stakeholders are aware of the training opportunities.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 09/2017-08/2022

b. Scope of activities - include all specific completion benchmarks

We will measure the impact of the Learning Commons 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 and identify any needed modifications to the collection of resources. 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.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

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

Please enter your response below:

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 Learning Commons 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? multicultural 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. 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 greatly impact the resources available to our high school students and our community. Major changes in the availability before and after school access to current 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. Classroom practices will change as a direct result of the creation of the Learning Commons. Students and teachers will not only have more resources at their disposal, but will also have direct access to learning spaces and tools specially designed to meet the needs of 21st century learners.

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

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

Please enter your response below:

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

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The quantitative and qualitative evaluation benchmarks are aimed at tracking progress both for fidelity to the proposed project’s immediate impact, as well as long-term impacts in terms of teacher growth and student achievement. Both quantitative and qualitative measures will be used to help the evaluation team understand both what improves and why the improvements were made. We will be partnering with Wright State University CUPA/Multidisciplinary Evaluation Group to conduct this research. Quantitative data on student achievement will be collected each year from standardized tests, such as the SAT and ACT, as well as enrollment and passing rates of AP and IB classes. End-of-course exams, and GPAs for those students who used the Learning Commons. As a pre/post analysis, these data will be compared to data from recent cohorts who did not have access to the Learning Commons. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. Because we do not have truly independent samples, the evaluators will use a quasi-experimental design. A regression model will be developed to predict SAT/ACT and GPA scores using previous cohorts’ OGT and End of Course Exam scores and first semester GPAs, after testing for co-linearity between these measures. This data will be used to predict how students who used the Learning Commons 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 use of the Learning Commons differed significantly from those of a traditional library. Sample sizes will be adequate for this type of analysis. Student engagement will be measured using self-reported student surveys adapted from HSSSE. 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, a nonparametric test that compares sample distributions. This test is more appropriate than t-tests for this type of data and has less stringent requirements than a chi-square test. Data from these surveys will be compared to the ACT scores using partial correlation coefficients to determine if there is a statistically significant relationship between student engagement and achievement for the summative evaluation of the program. Student sample sizes will be sufficient for this type of analysis.

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

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

The development of the Learning Commons directly impacts student achievement and the development of 21st century skills, making it a meaningful opportunity for school districts across the state of Ohio. Our model for planning, implementing and sustaining the Learning Commons for our high school students can be fully replicated by consortium groups, school districts, and individual buildings. 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. Stakeholders would also be made available to those interested in replicating our project. Additionally, we will explore publishing the process we took in creating the Learning Commons, allowing others to utilize our procedures to help identify how to bring about similar change to their own region, district, or school. In order to replicate our process, a consortium, district, or building would need to research our proposal and identify their own library capabilities, print and digital resources, stakeholder interest, financial sustainability, and 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, William McGlothlin, Ed.D., Superintendent, 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. William McGlothlin, Ed.D.
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tbody>
<tr>
<td>Jane</td>
<td>Dockery</td>
<td>937-775-2382</td>
<td><a href="mailto:Jane.Dockery@wright.edu">Jane.Dockery@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>First Name</td>
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<tr>
<td>William</td>
<td>McGlothlin</td>
<td>Superintendent</td>
<td>Dr. McGlothlin's responsibility is to oversee the overall project. He will do this through weekly meetings with the Assistant Superintendent. Adjustments will be made to the implementation process and procedures, as needed.</td>
<td>Dr. McGlothlin has been in education for over 37 years. He has been a classroom teacher, 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: an after-school reading program grant (ILS), emergency repair grant (USV), and a safety grant (ILS).</td>
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<tr>
<td>Elizabeth</td>
<td>Sizemore,</td>
<td>Curriculum Supervisor &amp; Gifted Coordinator</td>
<td>Dr. Sizemore is the Lead Project Manager for this grant. She will be responsible for managing the implementation. She will meet weekly with all key members of the implementation team, will serve as an administrative liaison to the building-level implementation team, and will provide frequent updates to the Assistant Superintendent.</td>
<td>Dr. Sizemore has been in education for over 16 years. She has been a classroom teacher, a Gifted Intervention Specialist, a Gifted Coordinator, and a Curriculum Supervisor.</td>
<td>Dr. Sizemore has supported the implementation of multi-million dollar state grants and has implemented the following programs during her time as an educator: College Credit Plus Manager, District Evaluation Team Director, District Community Communications Team, Credit Flexibility Development Manager, Director of Summer Enrichment Programs, Coordinator of K-12 Gifted programs and accelerations, OTES Evaluator, Student Growth Measures Development Leader, and Ohio Science 7-12 Facilitator.</td>
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<tr>
<td>Jeffrey</td>
<td>Jones</td>
<td>Building Principal</td>
<td>Mr. Jones' 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. Jones has been in education for over 22 years. He has served as a classroom teacher, Grant manager, and building Principal.</td>
<td>Mr. Jones has directed and served on various district and building-level teams.</td>
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<tr>
<td>Susan</td>
<td>Hayward,</td>
<td>Assistant Superintendent</td>
<td>Dr. Hayward is the lead applicant and a project manager for this grant. She will be responsible for overseeing the implementation. She will meet weekly with the Lead Project</td>
<td>Dr. Hayward has been in education for over 25 years. She has been a classroom teacher, assistant principal, Curriculum Supervisor, university professor,</td>
<td>Dr. Hayward has managed multi-million dollar state grants, several federal grants, and private grants. She has implemented the following programs during her time as an administrator: Ohio Schools to Watch,</td>
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| William          | McGlothlin| Superintendent              |                                                                                 |                                                                                 | Ed.D., Ed.S., MS, BA                                                                      | 10    |               |
| Elizabeth        | Sizemore,  | Curriculum Supervisor & Gifted Coordinator |                                                                                 |                                                                                 | Ed.D., MS, BS                                                                            | 25    |               |
| Jeffrey          | Jones     | Building Principal          |                                                                                 |                                                                                 | MA, BS                                                                                    | 30    |               |
| Susan            | Hayward,  | Assistant Superintendent    |                                                                                 |                                                                                 | Ph.D., MS, BS                                                                             | 20    |               |
| Manager. | Title I Coordinator, Title II Coordinator, Race to the Top Manager, Curriculum Director, and Assistant Superintendent. | Response to Intervention K-12, OTES Implementation PreK-12, 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 facilitators, and expert reader for the Ohio Department of Education Reading First grants. |