

Budget

Beavercreek City (047241) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

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

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	80,000.00	30,000.00	30,000.00	0.00	140,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	127,000.00	0.00	127,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	100,000.00	30,000.00	157,000.00	0.00	287,000.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-287,000.00

Application

Beavercreek City (047241) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
The Museum School: Where Students Examine, Experiment, and Exhibit

2. Project Summary: Please limit your responses to no more than three sentences.  
Immersing students in innovative, museum pedagogy to foster imagination and 21st century skill development beyond the traditional classroom.  
*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.*

Grant Year				
Pre-K Special Education	528 K	584 1	563 2	581 3
581 4	598 5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	533 K	597 1	600 2	590 3
604 4	596 5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	512 K	601 1	610 2	619 3
610 4	618 5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	520 K	575 1	612 2	633 3
648 4	620 5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	525 K	580 1	586 2	633 3
657 4	662 5	6	7	8
9	10	11	12	

Year 5				
Pre-K Special Education	530 K	586 1	590 2	609 3
658 4	673 5	6	7	8

4. Explanation 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.*

Within the scope of the grant, all K-5 students in our district are invited to participate in after school learning opportunities and benefit from the implementation, but the Museum Learning Model will not be integrated into the daily educational experiences of students beyond a single school. Upon successful implementation of this grant, we may implement the Museum Learning Model to all elementary schools in our district, providing all K-5 students the opportunity to be immersed in deep learning experiences through museums and cultural institutions throughout their instructional day. Additionally, we may select to expand the grant initiative to include our pre-school, middle school, and high school students, creating a K-12 Museum Learning Model experience for all students. With all possible expansions, this initiative would impact an additional 4600 students, resulting in a total impact on approximately 8500 students.

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

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

According to our need's assessment, we have identified one of our elementary schools as being at the highest academic risk in our district. Data points measured include: percentage of students who are classified as economically disadvantaged, percentage of students on Reading Improvement Plans, percentage of students scoring proficient on state assessments, and grade-level disaggregated NWEA/MAP data in reading and mathematics. Data analysis indicated that traditional methods to increasing student achievement may not close achievement gap for this building. Research has shown that one of the most effective ways to close the achievement gap is by increasing student motivation and engagement through the use of theme, technology, choice, and differentiation (Fisher, 2015). Research also revealed the benefit of using inquiry or performance/project based instruction centered upon student engagement with primary-source resources (US Department of Education, 2015). Providing learning environments that match students' interests, talents and abilities, encourage creativity, and foster educational innovation within the school community, have shown a positive impact on student achievement (Center for the Future

of Museums, 2013; Demoss, 2011; Elliot, 2012; Harned, 2014; Holmes, 2011; Kern, 2013; King, 2015; Lord, 2015; Suter, 2014; Weinstein, Whitesell, Schwartz, 2014; Whitesell, 2015; Wojton, 2009).

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

Innovation begins with finding an opportunity within a landscape full of challenges. Our district has found an opportunity to instill a different way of teaching and learning. Experiential Learning will provide powerful experiences designed to develop innovative and dynamic problem solving while fostering active engagement and interaction with multiple museums and cultural institutions. Through these experiences, students will be fully integrating 21st century skills with academic content learning while they collaborate, explore, analyze and question, synthesize, model, present, and reflect. Imagine a learning environment that combines museums' real-world learning laboratories, with dynamic classroom experiences; where museum resources are seamlessly fused within the academic courses of study, creating a parallel learning environment between museums and classrooms. Whether engaged in 'learning expeditions' at a museum or interacting directly with museum staff and/or resources in their classroom, students work on in-depth curriculum-based projects. Students are surrounded by primary sources within the 'Museum Learning Model,' applying their classroom concepts and content to develop the ability to investigate a problem, apply relevant knowledge, and take responsibility for their learning. The projects culminate in a presentation and exhibit offered to a variety of audiences. Entering the school, you may observe a rainforest archway, artist's mural, or a 300-gallon aquarium, where student docents are providing a colorful, multi-sensory explanation of the specialized exhibits. Multimedia projects, revealing students' knowledge on such topics as the solar system and weather, line the hallways. Displays of student work are authentically exhibited in museum-like showcases to explicitly illustrate state standards and 21st century skills. All are reflections of the school's mission to cultivate students' lifelong passion for learning through a rigorous museum-based curriculum that inspires days of exploration for years of discovery. Students will actively engage and interact with various museums, cultural institutions, and the performing arts. Utilizing Project-Based Learning (PBL), students will actively engage in critical thinking, collaboration, and communication through this innovative approach to teaching and learning. Within the Museum Learning Model, students become museum curators, defining projects, establishing questions to be explored and solutions that need to be found, and creating museum exhibits. Students will develop and test solutions, build models that express their ideas, argue and defend their solution with teammates, and arrive at a solution or finished project. As part of the process, students will utilize literacy, history, math, science, technology, art, and design to not only create the finished project but develop its budget, research and develop interpretive methods, and draft the marketing plan. Students across the district will have the opportunity to extend their academic learning through innovative after-school programs, titled Museum 101, 201, and 301. This initiative will necessitate: creative workspaces, collaborative student research centers, and museum-quality exhibit spaces. Working directly with museum professionals, resources, objects, and artifacts several times a week and with museum visits regularly scheduled, students will learn to use the cultural resources the way museum professionals do. Museum collections will offer evidence, illustrate ideas, stimulate curiosity, provoke questions, and suggest new ways of presenting knowledge. Classroom instruction will be reinforced with museum-based projects that are both developmentally appropriate and matched to state standards. In these specialized learning environments, the students will explore, apply, and create knowledge in the context of individual and group learning, providing a positive impact on student achievement.

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.*

As a result of the implementation of this grant, we expect to have an increase in student achievement in all academic areas. This will be measured on state assessments and through our Northwest Evaluation Association's Measures of Academic Progress fall to spring testing administration data. We also anticipate a reduction in the number of students in grades K-3 that require Reading Improvement Plans. In addition to explicit student achievement gains related to Ohio measures of achievement, we anticipate increased student engagement and motivation, understanding and application of 21st century skills such as collaboration, critical thinking, problem solving, and communication.

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 integrate the opportunities afforded by the collaboration between the school and area museum and cultural institutions. Museum and school leaders will need to commit to nurturing the partnership, working collaboratively to direct the partnership and provide time to plan, develop goals and communication plans, and reflect on the challenges and successes of the partnership. Additionally, the collaboration between the school and the museums must remain focused on meeting the expectations of Ohio's New Learning Standards and 21st century skills. It is assumed that the robust research, cited within other responses on Experiential Learning and the Museum Learning Model, are 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.

According to Kolb (1975), knowledge is continuously gained through both personal and environmental experiences. Kolb states that in order to gain genuine knowledge from an experience, the learner must: be willing to be actively involved in the experience; be able to reflect on the experience; possess and use analytical skills to conceptualize the experience; and must possess decision making and problem solving skills in order to use the new ideas gained from the experience. Research on museum-based learning from schools in New York, Colorado, Florida, Massachusetts, Illinois, California, and Tennessee provide a solid framework for successfully integrating the Museum Learning Model for increased academic achievement across all curricular areas (Center for the Future of Museums, 2013; Demoss, 2011; Elliot, 2012; Harned, 2014; Holmes, 2011; Kern, 2013; King, 2015; Lord, 2015; Suter, 2014; Weinstein, Whitesell, Schwartz, 2014; Whitesell, 2015; Wojton, 2009). Students' educational outcomes are influenced by many different factors, both in and out of school. Partnerships between schools and community resources, specifically museums, provide a multi-pronged approach to improving student outcomes. Robust research studies indicate a positive relationship between utilizing programming provided by art and cultural institutions and academic achievement, attitude, and extracurricular activities (Harned, 2014; Holmes, 2011; Suter, 2014; Whitesell, 2015). In her large-

scale, longitudinal study, including over 200,000 students across 20,000 schools, Whitesell (2015) provided solid evidence that providing students with enriching out-of-school experiences through field trips to museums positively influences student performance and academic achievement. Museum-centric education programs promote critical thinking and develop students' written and oral expression (Bruce Museum, 2015). More specifically, museum-integrated instruction has been shown to: (1) create more independent and intrinsically motivated investments in learning, (2) foster learning for understanding as opposed to rote memorization of facts for tests, (3) transform students' characterizations of "learning barriers" into challenges to be solved, and (4) inspire students to pursue further learning opportunities outside of class (DeMoss, 2011).

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).*

It is the expectation of this initiative that students be deeply immersed in museum and cultural resources through quarterly thematic units. We expect all students to be actively engaged with museum resources at least twice per week. We expect students to have learning expeditions to museums or cultural institutions directly related to classroom instruction at least once a month. Museum exhibits or special presentations supporting classroom instruction will occur within the school at least once a month. Students participating in the afterschool programs will engage with museum resources weekly and will have learning expeditions quarterly. Professional development for teachers will include rich learning experiences at regional museums and cultural institutions, fostering the development of a symbiotic relationship between teachers and museum staff.

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 drawn from four sources: Ohio state assessments, fall NWEA/MAP scores, pre-and post-assessments for each thematic unit of study, and surveys of teachers, students, and parents. In order to effectively assess our project implementation, we will conduct a thorough analysis of our implementation practices and the impact on student achievement, student engagement, and teaching methodologies. The evaluation will draw on a wide variety of data for both formative and summative reports. Quantitative data (e.g., standardized test results including state assessments and NWEA/MAP scores) will be used in conjunction with questionnaire and observation data, as well as with qualitative data (e.g. expedition calendars, curriculum materials, professional development records) to ensure a thorough and balanced evaluation. We will survey our stakeholders in order to collect both qualitative and quantitative data about the implementation of the museum school. We will conduct an Impact Study with teachers, students, and community members. The impact study will collect data on student engagement, teacher/student comfort and aptitude with the Museum Learning Model, and changes in instructional practices. We will then conduct an analysis of the museum expedition data. We will look at this data to develop a full perspective of the impact of 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 the Museum Learning Model and how to utilize the available resources may be necessary in order to help teachers learn how to integrate museum resources into their content area.

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 measureable 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.*

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

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

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)

[Enter Budget](#)

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.*

287,000.00 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 (\$127,000), technology equipment (\$30,000), museum display supplies and printing (\$30,000), professional development (\$20,000), in-school museum experiences (\$20,000), and costs associated with learning expeditions to museums and cultural institutions (\$60,000.00). From our research, these instructional tools and opportunities 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 Museum Learning Model is the student-creation of museum-like exhibits. This necessitates the creation of flexible learning spaces that can be reconfigured to meet the needs of creative instructional lessons and presentations. The remodeling of our current, outdated learning environment is critical for the collaborative approach to research and learning that are hallmarks of the Museum Learning Model. Upgrading our available technology will allow students, and teachers to apply their learning on the most current and relevant technology hardware and will allow for both virtual field trip experiences and the development of interactive exhibits. The purchase of museum display supplies and improved printing capabilities will enable our students to create authentic, detailed exhibits to display their learning. Rich professional development will ensure that resources are not only available, but that they are utilized effectively and efficiently. All successful museum schools have frequent, immersive learning opportunities for students. These experiences draw upon both taking students to museums and cultural institutions and also bringing travelling exhibits to the school to engage students in authentic, primary source resources. A significant portion of the grant budget and sustainability costs directly relate to providing students with these experiences.

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.

92,000.00 a. Sustainability Year 1

92,000.00 b. Sustainability Year 2

92,000.00 c. Sustainability Year 3

92,000.00 d. Sustainability Year 4

92,000.00 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 submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

In order to maintain the immersive learning experiences inherent in the Museum Learning Model, it will cost our district \$92,000.00. The sustainability costs will be allocated to learning expeditions to museums and cultural institutions (\$60,000), in-school travelling exhibits (\$20,000), Printing costs and museum-like display materials (\$5,000), on-going professional development for teachers (\$5,000), and maintenance costs associated with technology (\$2,000).

6.50 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 implementation of this grant, we will save \$3,000 by discontinuing building author events and we will save \$3,000 by a

reduction in the intervention supplies needed to be purchased by the grant. The special author visit will no longer be necessary because of the frequent in-school museum exhibits and presentations that will occur as a part of the implementation of the grant. In addition, the purchase of specialized intervention supplies will not be necessary, as teachers will be utilizing differentiated, museum-centric instructional materials to meet this need. These savings will account for 6.5% of the sustainability cost associated with the grant.

93.50 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.*

While preparing for this grant, we performed a critical analysis of current expenditures. During this review, we were able to identify funds that could be reallocated to ensure the sustainability of this grant. In order to sustain this initiative, we will reallocate \$86,000 from other areas within the budget. Eliminating the replacement and upkeep of district IMC equipment that has become obsolete will provide \$9,000 toward the sustainability costs. No longer replacing the obsolete district IMC materials and supplies associated with the obsolete IMC equipment will provide \$3,000 toward sustainability. Additional reallocations will be derived from a district-wide reduction in support printing costs (\$10,000), a reduction in district-wide intervention supplies (\$44,000), and a reduction in Course of Study purchases (\$20,000). These savings are the result of improved efficiencies at the district level.

#### **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 03/2015 - 03/2017

b. Scope of activities - include all specific completion benchmarks.

Beginning in March, 2015 we sought innovative methodologies that would allow us to increase student achievement, close the achievement gap, and increase the 21st century skill of our at risk elementary students. After extensive research, phone interviews, and architectural consultations, we gained a deeper understanding of the Museum Learning Model. Extensive research on best practices on gap closing revealed the need for increased student motivation and engagement through the use of theme, technology, choice, and differentiation (Fisher, 2015). Research also revealed the benefit of using inquiry or performance/project based instruction centered upon student engagement with primary-source resources (US Department of Education, 2015). From February, 2016 through March, 2016 we will complete the Design and Construction planning process for the physical changes necessary at the identified elementary 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 community and regional museums and cultural institutions, the implementation steps for the Museum Learning Model, and curriculum development within building and district level committees and community meetings. We will finalize the plans to purchase curriculum and museum exhibit materials and will then create a communication plan to share the selected resources with all stakeholders. From February, 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 Museum Learning Model. A communication plan will be collaboratively created to ensure all regional stakeholders are aware of the training opportunities.

22. Implementation (grant funded start-up activities)

a. Date Range 02/2016 - 05/2017

b. Scope of activities - include all specific completion benchmarks

The grant implementation has 3 workstreams: (1) design and construction, (2) development of curriculum and acquisition of resources, (3) and PD for students, teachers, and community members. Each will have three phases: (1) planning, (2) implementation, and (3) measuring results. The key stakeholders for each workstream are: K-5 teachers, museum staff, administrators, parents & community members, Curriculum & Special Education Departments, and the Superintendent. For each workstream we have milestones with a designated deadline

to ensure successful implementation. From February, 2016 to May, 2017 we will complete the physical remodeling project to create the creative workspaces, collaborative student research centers, and museum-quality exhibit spaces. This will culminate in a public Grand Opening event. We will measure success against the timeline established for construction completion. From February, 2016 to February, 2017 we will collaboratively create curricular units and identify intended purchases. In March, 2017 we will finalize initial curriculum units of study and correlated museum expeditions. We will then complete final purchases of necessary resources, making them available to teachers and students for the use of pilot implementation. Beginning in September, 2016 teachers will receive on-going PD about the instructional methodologies inherent within the Museum Learning Model and work collaboratively to create the new units of study and embed research expectations into course work. Beginning in May, 2017 students will begin receiving specialized training within their classes on using the Museum Learning Model. We will conduct quarterly pre- and post-surveys for teachers and students to evaluate the effectiveness of the PD and training provided.

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 Museum Learning Model using multiple qualitative and quantitative methods during each school year within the grant period and beyond. We expect museum-integrated instruction to: (1) create more independent and intrinsically motivated investments in learning, (2) foster learning for understanding as opposed to rote memorization of facts for tests, (3) transform students' characterizations of "learning barriers" into challenges to be solved, and (4) inspire students to pursue further learning opportunities outside of class (DeMoss, 2011). This will be measured using the following assessment tools: rubrics, formative and summative assessments, and surveys. 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 increasing student engagement and motivation is one of the most effective ways to positively impact student achievement and close the achievement gap. 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 instructional design and practices will occur. While high-level primary instruction will continue to be delivered by our teachers, we expect the incorporation of the Museum Learning Model to create spectacularly transformative learning experiences, leading our students to develop their intellectual prowess through leadership skills, creative and critical thinking, initiative in analyzing tasks, risk taking, communication and persuasive speaking, consensus building, and resiliency (Howard, 2014). By enhancing our current teaching techniques, we will be developing a methodology for innovation, combining creative and analytical approaches, and requiring collaboration across disciplines. We will create a vibrant learning grid, providing the opportunity for unbounded learning. The curriculum will provide relevant structure and measure those critical thinking and problem solving skills often not accounted for when assessing student performance. Modeled after the process museum curators use to educate, engage, and inspire audiences, students will learn to think critically, apply what they know in unique situations, understand content more deeply, develop confidence and responsibility within the learning process, solve problems, work collaboratively, communicate ideas, and be creative innovators. Our students will experience real-world application of knowledge and skills while developing the 21st century competencies of critical thinking, communication in a variety of media, and collaboration. Facilitated by our teachers, in direct collaboration with museum staff, our students will follow the Museum Learning Model together, and then personalize it, internalize it, and apply it to their own challenges at the personal, community, and even global level. We will focus on learning by doing. We will not merely ask our students to solve a problem - we will ask them to define and solve the problem within the larger context of the world. Students will start in the field, uncovering the problem that needs to be solved or the question that needs answered. They will then collaborate to plan and conduct investigations that require the collection, analysis, and interpretation of information and the development of explanations and solutions. Student work will culminate in the creation of museum-quality exhibits and displays, such as interpretive media or interactive exhibits, demonstrating that students have gained content knowledge within a relevant context and generating the critical interest and motivation needed to explore key principals of understanding. Through the implementation of the Museum Learning Model, the instructional methodologies incorporated in our classrooms will emphasize constructive thinking over mere factual retention. Information will become linked to experience and responsible action. Students will develop the ability to objectively assess and value their own work. Cooperation, socialization, and humanistic understanding will be developed among students working in collaborative Exhibit Teams. The Museum Learning Model, at its core, sparks curiosity, creativity, and collaboration, while increasing student achievement and bridging the achievement gap. It provides a rigorous and accessible academic program in all content areas, instilling a love of learning in students and preparing them to be responsible, productive, global citizens. Learning expands beyond the four walls of the classroom, so that students are engaging with the world around them. The Museum Learning Model promotes the development of knowledge through creative learning experiences that integrate all modes of intelligence (Gardner, 2010) and links learning to effective thought and action in the context experienced by the thinker. It involves consideration of people, resources, relationships, contexts,

methods, values, and knowledge.

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:

Susan Hayward, Ph.D. Assistant Superintendent Beaver Creek City Schools 3040 Kemp Road Beaver Creek, OH 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.*

We will conduct short and long-term benchmark evaluations. Quantitative data on student achievement will be collected each year from state administered and locally administered standardized tests. This data will be compared to data from recent cohorts that did not have access to the new resources and learning spaces. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. Student engagement will be measured using self-reported surveys. Internal consistency of these surveys will be tested using Cronbach's alpha for reliability. Each set of surveys will be compared to previous years' surveys using Kolmogorov-Smirnov tests. Data from these surveys will be compared using partial correlation coefficients to determine if there is a statistically significant relationship between student engagement and achievement. Student motivation will be measured using the Academic Motivation Scale, which has been shown to be time- and gender-invariant with strong reliability and internal consistency. Each set of surveys will be compared to previous years' surveys to determine if the Museum Learning Model is increasing students' motivation over time. Kolmogorov-Smirnov tests will be used to ascertain if these differences are statistically significant.

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 become 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 integration of the Museum Learning Model 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, including planning, implementing and sustaining the museum school initiative for our students, can be fully replicated by 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 museum school, allowing others to utilize our procedures to help identify how to bring about similar opportunities 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 available community 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 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., Superintendent, Beaver Creek City Schools

Sections ▶

**Consortium Contacts**

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

Partnerships

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

Sections

**Partnerships**

No partners added yet. Please add a new partner by using the form below.

Implementation Team

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

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Sue	Bamford	Building Principal	Mrs. Bamford's responsibility is to assist with the day-to-day implementation of the grant project at the building level. She will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mrs. Bamford has been in education for over 15 years. She has served as a classroom teacher, Grant manager, and building Principal.	Mrs. Bamford has been a building principal and curriculum specialist. She has directed and served on various district and building-level teams.	MS, BS	100	
Susan	Hayward, Ph.D.	Assistant Superintendent	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 Manager.	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, Curriculum Director, and Assistant Superintendent.	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, 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.	Ph.D., MS, BS	10	
Elizabeth	Sizemore, Ed.D.	Curriculum Supervisor & Gifted Coordinator	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.	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.	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	Ed.D., MS, BS	20	

					7-12 Facilitator.			
William	McGlothlin, Ed.D.	Superintendent	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.	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.	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).	Ed.D., Ed.S., MS, BA	10	