

Budget

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (82)

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	60,000.00	120,000.00	120,000.00	0.00	300,000.00
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	80,000.00	0.00	0.00	0.00	80,000.00
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	40,000.00	0.00	570,000.00	0.00	610,000.00
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	180,000.00	120,000.00	690,000.00	0.00	990,000.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-990,000.00

Application

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (82)

**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 Tweet: Please limit your responses to 140 characters.

Immersing students in innovative, museum pedagogy to foster imagination and 21st century skill development beyond the traditional classroom.

*This is an ultra-concise introduction to the project.*

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	545 K	597 1	554 2	598 3
528 4	565 5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	551 K	602 1	614 2	566 3
625 4	543 5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	535 K	614 1	618 2	623 3
592 4	643 5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	556 K	597 1	632 2	628 3
637 4	616 5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	556 K	624 1	611 2	640 3
651 4	674 5	6	7	8
9	10	11	12	

Year 5				
Pre-K Special Education	561 K	625 1	645 2	622 3
649 4	678 5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

Within the scope of the grant, the Museum Learning Model will be fully integrated into the daily educational experiences of all K-5 students in our district. Upon successful implementation of this grant, we may 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 4,300 students, resulting in a total impact on approximately 7,900 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

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

Through careful data analysis, we identified areas of academic risk, including students who are: economically disadvantaged, LEP, with disabilities, on RIMPs, and not meeting achievement expectations on state and local assessments. Analysis indicated that traditional methods to increase student achievement may not close achievement gap. Research has shown that increasing student engagement through the use of theme, technology, choice, project-based instruction, use of primary-source resources, and differentiation is an effective way to close the achievement gap (Fisher, 2015; US Dept. of Ed., 2015). Matching the learning environment to students' interests, talents and abilities, encouraging creativity, and fostering educational innovation have 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, 2016; Suter, 2014; Weinstein, Whitesell, Schwartz, 2014; Whitesell, 2015).

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 seeks to reimagine teaching and learning. Embracing an Experiential approach to learning will provide powerful experiences to develop innovative and dynamic problem solving, while

fostering active engagement and interaction with multiple museums and cultural institutions. Through these experiences, students will fully integrate 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 curriculum, 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' (MLM), applying their classroom concepts and content to develop the ability to investigate a problem, apply relevant knowledge, and take responsibility for their learning. 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. Facilitated by our teachers, in direct collaboration with museum staff, students will follow the MLM, personalize information, internalize it, and apply it to their own challenges at the personal, community, and global level. Students will become museum curators, defining projects, establishing questions to be explored and solutions that need to be found, and creating museum exhibits. They will actively engage with Ohio Museum Association partners in critical thinking, collaboration, and communication through this innovative approach to teaching and learning. Students will start in the field, uncovering a problem or question that needs answered. They will 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, 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. This initiative will necessitate: creative workspaces, collaborative student research centers, museum-quality exhibit spaces, and collaborative professional development. The Museum Leadership Team at each building will work collaboratively to create MLM experiences to best meet the needs of the students. Student achievement will increase as students work directly with museum resources through school-based museum visits and museum-based learning expeditions. 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 process. - (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 direct result of implementing this initiative, we expect to have an increase in student achievement in English language arts, science, social studies, and the visual and performing arts. This increase will be measured by the results of state assessments, through our NWEA/MAP fall to spring testing administration data, and local assessments. 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, as students are immersed within the MLM, including completing activities before and after on-site or virtual field trips to partner museums, they will demonstrate increased achievement in 21st century skills. Embedded within the new curriculum will be the cross-curricular 21st century skills of research, communication, collaboration, problem solving, critical thinking, and leadership.

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 administrators the necessary training and professional development to fully integrate the opportunities afforded by the collaboration between the school and the museums and cultural institutions within our partnership with the Ohio Museums Association. 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 Learning Standards and 21st century skills. It is assumed that the robust research 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 California, Colorado, Florida, Illinois, Massachusetts, New York, 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, 2016; 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; Lord, 2016).

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 in grades 4 and 5 to have learning expeditions to museums or cultural institutions directly related to classroom instruction at least once per quarter and grades K-3 at least once per semester. Museum exhibits or special presentations supporting classroom instruction will occur within the school monthly. Professional development for teachers, staff, and administrators will include rich learning experiences with partner museums and cultural institutions, on-site, off-site, and virtually, will foster the development of a symbiotic relationship between district staff and museum staff. Professional development opportunities will result in the creation of specialized units of study directly linked to the Ohio Content Standards.

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 multiple sources to analyze our implementation practices and the impact on student achievement, engagement, and teaching methodologies. The evaluation will draw on a wide variety of data for both formative and summative reports. Quantitative data (e.g. national, state, and local test scores, expedition calendars, curriculum materials, PD records) will be used in conjunction with qualitative data (e.g. survey, questionnaire, and observation data) to ensure a thorough and balanced evaluation. We will conduct an Impact Study to collect data on student engagement, teacher/student comfort and aptitude with the MLM, and changes in instructional practices. We will then analyze the data to develop a full perspective of the impact of 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 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. Additionally, we are prepared to modify the instructional units of study, if data indicates a discord between instruction and achievement expectations or if shifts in museum learning necessitate modifications.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

### 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)

[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.

990,000.00 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.

To implement this proposal with fidelity, the following costs must be incurred: architectural consultation (\$40,000), construction at 6 buildings (\$570,000), technology equipment (\$120,000), museum display supplies and printing (\$120,000), professional development (\$80,000), travelling exhibits (\$10,000), and learning expeditions to museums and cultural institutions (\$50,000.00). From our research, these instructional tools and opportunities will enable us to harness the rigor of the Ohio Learning Standards to develop college and career readiness and 21st century skills and allow us to best meet the needs of students to impact student achievement. Central to the MLM is the student-creation of museum-like exhibits. This requires the creation of flexible learning spaces that can be modified to facilitate the collaborative approach to research, learning, and exhibits. Upgrading our available technology will allow virtual experiences and the development of interactive exhibits. This will include items such as document cameras, video-conferencing supplies, and interactive presentation equipment. The purchase of museum display supplies and improved printing capabilities will enable our students to create 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, 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. The proposed budget will allow students to begin to experience the MLM in May. Upon full implementation, each school to experience 25 travelling exhibits and take 4 learning expeditions during the school year

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.

267,000.00 a. Sustainability Year 1

267,000.00 b. Sustainability Year 2

267,000.00 c. Sustainability Year 3

267,000.00 d. Sustainability Year 4

267,000.00 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 \$267,000.00. The sustainability costs will be allocated to learning expeditions to museums and cultural institutions (\$180,000), in-school travelling exhibits (\$75,000), 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). Students must have immersive museum learning experiences for the MLM to be successfully implemented. Therefore, the costs associated with providing students these immersive experiences represent the largest portion of the sustainability budget. These costs are unavoidable but will be carefully vetted by the building Museum Leadership Team and district administrators to ensure funding results in the highest quality of student experiences. The sustainability budget will allow for frequent travelling exhibits to visit each school and for students to take multiple Learning Expeditions. Recognizing that professional development is critical to sustaining a shift in educational practices, we will continue to provide instruction on MLM and the integration of museum resources into the curriculum. PD costs will be lessened by utilizing the new video-conferencing equipment. As students continue to develop museum exhibits, we expect on-going printing expenses; however we also anticipate an increase in the number of digitally-created museum exhibits as students develop their technological skills, so we do not anticipate the costs to increase each year. Maintaining the new technology will have a minimal fiscal impact as the efforts will be transferred from maintaining the previous classroom computers to the upkeep of the new technology.

66.00 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.

Our district believes strongly in the value of the Museum Learning Model, which represents a significant shift in instructional design practices. Cost savings will be derived from a reduction in elementary instructional supplies as a direct result of the creation of the museum learning environments within each elementary building. This will result in an annual savings of \$175,000.

34.00 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.*

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 \$92,000 from other areas within the general budget. Due to a district-wide initiative toward 1:1 technology at grades K-8 and Bring Your Own Device (BYOD) at grades 9-12 we are able to eliminate the costs of replacing computers in classrooms and computer labs, resulting in an annual savings of \$92,000. Thorough analysis has enabled us to identify this as a sustainable reduction.

#### 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

*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 - 02/2017

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 skills of our elementary students. Best practice research 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 Dept. of Ed., 2015). After extensive research, phone interviews, and architectural consultations, we gained a deeper understanding of the Museum Learning Model and how it would positively impact student achievement. From August, 2016 to December, 2016 we will complete the Design and Construction planning process for the physical changes necessary at each elementary school to create the creative workspaces, collaborative student research centers, and museum-quality exhibit spaces. We anticipate minor construction needs at each building (not major renovations). We will create and finalize the design plan and communicate with our stakeholders through the Museum Learning Newsletter. From August, 2016 to February, 2017 we will research and finalize the plans to develop/purchase curriculum and museum exhibit materials and will then communicate the decisions with all stakeholders within the Museum Learning Newsletter. From August, 2016 to December, 2016 we will work collaboratively with our partner museums to create professional development plans for training teachers, staff, students, and administrators on how to integrate the MLM with the Ohio Learning Standards. The Museum Learning Newsletter will ensure that all stakeholders are aware of available training opportunities.

22. Implementation (grant funded start-up activities)

a. Date Range 02/2017 - 08/2017

b. Scope of activities - include all specific completion benchmarks

The grant implementation has 3 workstreams: design and construction, development of curriculum and acquisition of resources, and PD for students, teachers, and community members. The key stakeholders are: K-5 teachers and staff, building and district administrators, and museum staff. Each workstream has milestones with a designated deadline to ensure successful implementation. From February, 2017 to July, 2017 we will complete the minor physical remodeling to create the creative workspaces, collaborative student research centers, and museum-quality exhibit spaces in each elementary school. This will culminate in a Grand Opening event at each building. We will measure success against the timeline established for construction completion. Beginning in August, 2016, building and district Museum Leadership Teams will collaboratively identify the unique needs of the buildings and develop Museum Learning Model curriculum to impact student achievement. This will allow customization of the Museum Learning Model based on the specific needs of the individual buildings, while developing a large repository of MLM curricular resources available to all teachers. In January, 2017 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. From January, 2017 to July, 2017 we will collaboratively create curricular units with correlated museum experiences and make intended purchases. Success will be measured with pre- and post-surveys to evaluate the effectiveness of the PD and training provided. In May, 2017 students will experience a MLM "short-cycle" unit of instruction, introducing them to the MLM. This will include an on-site museum visit or off-site learning expedition for each student. In August, 2017 full implementation of the MLM within classroom instruction and experiences with museums and cultural institutions.

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

a. Date Range 09/2018 - 08/2023

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 MLM 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. These data sources will be coupled with our analysis of measures of student achievement to determine effectiveness of implementation. 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 positively impacts student achievement and closes the achievement gap (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:

We expect the incorporation of the MLM to create spectacularly transformative learning experiences, allowing our students to develop their intellectual prowess through leadership, creative and critical thinking, initiative, risk taking, communication and persuasive speaking, consensus building, and resiliency (Howard, 2014). By enhancing our current teaching techniques, we will develop 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 for learning 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, deeply understand content, develop confidence and responsibility within the learning process, problem solve, collaborate, 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. Through the implementation of the MLM, the instructional methodologies incorporated in our classrooms will emphasize constructive thinking. The MLM will promote the development of knowledge through creative learning experiences that integrate all modes of intelligence (Gardner, 2010) and link learning to effective thought and action in context. Learning will expand beyond the walls of the classroom, engaging students with the world around them. The MLM will spark curiosity, creativity, and collaboration, while increasing student achievement and bridging the achievement gap; it will provide a rigorous and accessible academic program in all content areas.

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 Beaver Creek City Schools 3040 Kemp Road Beaver Creek, 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 to conduct the evaluative research. Baseline data will be collected from multiple sources from each building, including 2015-2016 state and national assessments, professional development surveys, and 2017-2018 Student Growth Measure (SLO) pre-test data.

Quantitative data on student achievement will be collected each year from standardized tests, such as MAP, state assessments, Student Growth Measures assessments (SLO pre and post assessments), and student RIMPs at each grade level (K-3). As a pre/post analysis, these data will be compared to data from recent cohorts that did not have access to the Museum Learning Model and associated resources. 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 MAP and state assessment scores using previous cohorts' scores, after testing for co-linearity between these measures. This data will be used to predict how students who used the Museum Learning Model would have fared with the counterfactual condition of a traditional curriculum. Their outcomes will be compared using a paired sample t-test to determine if the outcomes from the use of the Museum Learning Model differed significantly from those of a traditional curriculum. Sample sizes will be adequate for this type of analysis. Student engagement will be measured using self-reported student 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, 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 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 powerful opportunity for school districts across the state of Ohio. Our model, including planning, implementing and sustaining the MLM and museum partnerships 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 infusing the MLM into our elementary schools, 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 museum partnerships, 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, William McGlothlin, 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.

Consortium

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

### Consortium Contacts

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

Partnerships

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jane	Dockery	937-775-2382	jane.dockery@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	
Johnna	McEntee	614-297-2375	oma@ohiohistory.org	Ohio Museum Association		800 East 17th Ave, , Columbus, Ohio, 43211	

Implementation Team

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Susan	Peveler	Principal; Core Grant Implementation Team; Building Level Project Manager	Ms. Peveler'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 Implementation Team to address all needs of the grant.	Ms. Peveler has been in education for over 10 years. She has served as a classroom teacher, Gifted Intervention Specialist, Program Coordinator, Assistant Principal, Instructional Coach, and building Principal.	Ms. Peveler has experience with the Museum Learning Model and partnered with the US Library of Congress while in Virginia. She has also assisted with the implementation of: state and private grants, inquiry-based learning projects, digital learning, collaborative professional development through technology, and district-level committees.	MS in Educational Leadership MS in Teacher Education BS in Human Services Counseling	100	
Dan	Schwieterman	Principal; Core Grant Implementation Team; Building Level Project Manager	Mr. Schwieterman's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the building Implementation Team to address all needs of the grant.	Mr. Schwieterman has been in education for 11 years. He has served as a classroom teacher, athletic coach, and Building Principal.	Mr. Schwieterman has served on numerous building and district level committees.	MS in Educational Leadership MS in Middle Childhood Education BS in Middle Childhood Education	100	
Sue	Bamford	Principal; Core Grant Implementation Team; Building Level Project Manager	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 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, Curriculum Specialist, and building Principal.	Mrs. Bamford has assisted with the implementation of: School Improvement Grants, Reading First Grants, university grants, and district-level committees. Mrs. Bamford has extensive experience with successful implementation of new instructional initiatives. Mrs. Bamford has served on	MS in Educational Leadership BS in Business/Marketing	100	

					numerous building and district level committees.			
Joell	Mangan	Principal; Core Grant Implementation Team; Building Level Project Manager	Mrs. Mangan'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 Implementation Team to address all needs of the grant.	Mrs. Mangan has been in education for over 25 years. She has served as a classroom teacher, school psychologist, Special Education Supervisor, Home School Coordinator, ESL Coordinator, Assistant Principal, and Building Principal. She has also served as an adjunct professor for the University of Dayton and Antioch McGregor.	Mrs. Mangan has assisted with the implementation of district and building initiatives related to tutoring, intervention programs, data management, Positive Behavior Intervention System, and building and district level committees.	Ed. S. in School Psychology MS in School Psychology BS in Education	100	
Sharma	Nachlinger	Principal; Core Grant Implementation Team; Building Level Project Manager	Mrs. Nachlinger'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 Implementation Team to address all needs of the grant.	Mrs. Nachlinger has been in education for over 18 years. She has served as a classroom teacher, Department Chair, Instructional Coach, Athletic Director, and building Principal.	Mrs. Nachlinger has assisted with the implementation of: Title 1, School Improvement Plans, and multiple district-level committees. Mrs. Nachlinger has experience with successful implementation of site-based decision making committees.	MS in Elementary Education MS in Education, Instructional Leadership BA in Communications, PR	100	
Mike	Shuman	Director of Technology	Mr. Shuman's responsibility is to assist with the day-to-day implementation of the grant project as it relates to technology. He will meet with the Implementation Team to address technology needs.	Mr. Shuman has been in education for over 25 years. He has served as a classroom teacher, Technology Coordinator, and Technology Director.	Mr. Shuman has supported the business and education aspects of technology in public schools for over 19 years. He has extensive experience in grant implementation, technology deployment and management, and technology integration. Mr. Shuman has facilitated and served various building committees and initiatives.	MS in Educational Technology BS in Mathematics Education	10	

Susan	Hayward, Ph.D.	Assistant Superintendent; Core Grant Implementation Team; Project Manager	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. in Reading, The Ohio State University MS in Curriculum & Supervision BS Teacher Education	10	
Beth	Sizemore, Ed.D.	Curriculum Supervisor; Core Grant Implementation Team; Lead Project Manager	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	Ed.D. in Educational Leadership MS in Multidisciplinary Elementary Education BS Elementary Education	20	

					Development Leader, and Ohio Science 7-12 Facilitator.			
William	McGlothlin, Ed.D.	Superintendent; Core Grant Implementation Team	Dr. McGlothlin's responsibility is to oversee the overall project. He will do this through weekly meetings with the Assistant Superintendent.	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.in Educational Leadership Ed.S.in Educational Leadership MS in School Administration, Counseling BA in Business, Marketing, Education	5	
Lisa	Walk	Principal; Core Grant Implementation Team; Building Level Project Manager	Mrs. Walk'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 Implementation Team to address all needs of the grant.	Mrs. Walk has been in education for over 20 years. She has served as a classroom teacher, grant manager, and building Principal.	Mrs. Walk has assisted with the implementation of: state and private grants, successful Blue Ribbon School application, institutional change (structure change from junior high to middle school), building design and construction, and district-level committees.	MS in Educational Leadership MS in Teacher Education BS in Business - Finance	100	
Jamie	Stamper	Technology Integration Specialist	Mr. Stamper's responsibility is to assist with the day-to-day implementation of the grant project as it relates to technology. He will meet with the Implementation Team to address technology needs.	Mr. Stamper has been in education for 20 years and has served as a classroom teacher and Technology Integration Specialist.	Mr. Stamper has assisted with numerous building and district level initiatives involving device deployment, technology integration, and best practices with technology.	MS in Computer Technology BS in Education	20	

