

Budget

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (83)

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	265,000.00	60,000.00	520,000.00	0.00	845,000.00
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	150,000.00	0.00	0.00	0.00	150,000.00
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	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	415,000.00	60,000.00	520,000.00	0.00	995,000.00
							Adjusted Allocation	0.00
							Remaining	-995,000.00

Application

Beavercreek City (047241) - Greene County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (83)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Creating an Innovative, Kinesthetic, and 21st Century Learning Environment

2. Project Tweet: Please limit your responses to 140 characters.
The creation of this new learning environment will encourage academic curiosity untrammelled by preconceptions or physical barriers.
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	685 K	797 1	754 2	798 3
	728 4	765 5	810 6	797 7
	841 9	863 10	1123 11	1128 12

Year 1				
Pre-K Special Education	701 K	802 1	814 2	766 3
	825 4	743 5	794 6	834 7
	812 9	844 10	1171 11	1130 12

Year 2				
Pre-K Special Education	685 K	814 1	818 2	823 3
	792 4	843 5	785 6	811 7
	826 9	821 10	1157 11	1172 12

Year 3				
Pre-K Special Education	708 K	797 1	832 2	828 3
	837 4	816 5	850 6	819 7
	839 9	831 10	1129 11	1161 12

Year 4				
Pre-K Special Education	708 K	824 1	811 2	840 3
	851 4	874 5	811 6	864 7
	821 9	848 10	1141 11	1131 12

Year 5				
Pre-K Special Education	715 K	825 1	845 2	822 3
	849 4	878 5	868 6	818 7
				877 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.

Upon successful implementation, we may consider expanding this grant to include middle school and elementary buildings, increasing the number of impacted students by approximately 6,693 students. This expansion would bring the number of impacted students, including those represented by the initial grant, to approximately 10,384 students K-12 across the three partner districts and would likely include the purchase of additional Mobile Inquiry Vaults. In addition, this grant may expand to include partnerships with other school districts, potentially reaching all 21,545 students within the county.

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, Ohio 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

In order to succeed in the 21st century, students must possess a range of learning and innovation skills including: information, media, and technology literacy; critical and creative thinking; collaboration; and communication. These skills are essential to success in the increasingly complex life and work environments of the globally competitive, 21st century world (P21, 2015). The purpose of the school library is to make resources and materials accessible to students. Traditionally, these resources were print materials. In the 21st century, the role of the library must change from housing volumes of text to providing opportunities for the collaboration and construction of 21st century learning (Rendina, 2015). Instead of an archive of printed materials, teachers and students need a robust 21st century learning environment with spaces to search for new information and physically respond by creating and prototyping solutions to problems. They need a Learning Commons with Inquiry Vaults.

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

This grant will: (1) Fund the creation of a Learning Commons (LC) within BHS that will be accessible to all 9-12 students and staff in

partnering districts. The creation of the LC will build a more active, inquiry-based, and connected sense of learning; one that is integrated throughout the library and extends outward into the classroom. Within the LC will be the Inquiry Vault, a makerspace environment providing the tools and technology for students' creativity and innovation to be developed, fostered, and encouraged. (2) Fund the creation of a mobile Inquiry Vault, a travelling makerspace creativity laboratory where students experiment, invent, create, and explore at each partnering high school. (3) Create a partnership between partnering high schools and the County Library, resulting in increased access to resources. The Inquiry Vault within the LC will provide students the opportunity to immediately interact and create tangible representations of the research they conduct within the LC. The establishment of a mobile Inquiry Vault will enable students at each partnership high school to develop the vital 21st century skills of innovation, creativity, collaboration, and critical thinking, which can increase student success in all classes (Rendina, 2015) without necessitating construction within each district. The LC is comprised of four spaces: The Open Commons (OC), the Virtual Commons (VC), the Physical Commons (PC), and the Investigative Commons (IC). The OC is an inviting and collaborative atmosphere where knowledge is socially constructed. The VC will harness the power of technical infrastructure, supporting unlimited access to learning resources, virtual spaces to capture and showcase student learning, and opportunities for multi-faceted communication, collaboration, and construction of knowledge, both locally and globally. Central to the VC will be the ability for students to learn to utilize resources from the County Library. Our partnership will ensure students have the access and necessary training to fully utilize the vast resources provided by the County Library. The PC will offer a technology-rich, flexible space for learning by individuals, small teams, and large groups. It will serve as a knowledge creation center and feature a multi-media work area where students will create media-centric podcasts, videos, and presentations. The IC will be where engagement and new technologies meet. The Inquiry Vault will be the centerpiece of the IC, providing a combination of high and low tech materials where students experiment, create, and innovate. Within these distinct, yet highly integrated learning spaces, students will question, share, reflect, and improve their ideas. For example, a student may research forces of motion within a physical science unit about transportation. While researching within the PC, the student may move to the OC to collaborate with peers. As a group, the students may utilize the VC resources to investigate emerging technologies related to new vehicle designs. At this point, traditional students may create a presentation and consider their work complete. However, our students will use the Inquiry Vault to create a prototype of a new fuel cell possibility, the culmination of their multi-faceted research experience. The LC will allow high school students to take advantage of a vast array of educational resources, as physical visitors streaming in and out throughout the day, as virtual visitors beyond the school day, and as active learners within the Mobile Inquiry Vault that travels to each partner district. The purposeful use of the LC and Inquiry Vaults will emphasize thoughtful, deep understanding, and build personal expertise in students. The LC will be the intersection between teacher, student, content, and technology, where learning to be intensely collaborative, extending beyond the classroom, school, and textbooks and into the broader global community.

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

We expect increased achievement on state and national assessments. Collaborative learning has been widely documented to raise student achievement and is considered an essential 21st century skill (NYCC, 2011; P21, 2016; Williams, 2009). Staff will be trained in how integrating literacy and kinesthetic learning into content areas and how to develop 21st century learning skills. All 9-12 students and teachers will receive County Library cards and training on how to utilize the resources available through the partnership. Providing students with tools, opportunities, and specialized spaces for collaborative learning will produce greater achievement and engagement than can be achieved with traditional instructional methodologies. Student achievement is also correlated to instructional resources (Womack, 2000). The creation of the LC will provide access to a vast collection of literacy and makerspace materials, supporting academic content area learning for college and career readiness.

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 and teachers with the necessary training and high quality professional development to fully utilize the new resources available within all disciplines. Additionally, the Learning Commons, Inquiry Vaults, and County Library resources must be utilized by teachers and students in order to meet the expectations of the Ohio Learning Standards and to develop 21st century skills. In addition to developing an understanding of how to utilize the available resources, students and staff must be willing to take risks and embark on new learning experiences within the Learning Commons and Inquiry Vaults. It is assumed that the robust research regarding Learning Commons and Makerspaces is valid and true.

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

Each district within our county has been making a concentrated effort to integrate 21st century skills across all subject areas, but more is needed in order to ensure our students are college and career ready. Traditionally, high school students have not been expected to perform at the high rigor level that is now defined by the Ohio Learning Standards and the Common Core State Standards (CCSS). The creation of the Learning Commons is essential to prepare students to exhibit the critical thinking skills related to information, media, and technology to be successful and globally competitive in the 21st century. According to the CCSS, skills related to media usage must be integrated across the curriculum. "To be ready for college, workforce training, and like in a technological society, students need: (1) the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, (2) to conduct original research in order to answer questions or solve problems, and (3) to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section" (CCSS, 2010). The creation of the Learning Commons will support academic achievement by helping students and teachers use creative and powerful ideas to bring relevance to the classroom, explore contemporary culture, media, and technology, while building communication, creative, and critical thinking skills. Research clearly supports the need for the opportunities and resources that will be provided within the Learning Commons. The following research studies exemplify the correlation between the Learning Commons and student achievement: (1) Collaboration between teachers and the school library through cooperative planning, identification of educational resources, and

imparting information literacy skills, positively impacts teacher effectiveness and promotes student growth (Illinois, 2005? Lance, Rodney & Hamilton-Pennell, 2000; Landgraf, 2014). (2) Providing access for teachers and students to school library facilities and resources helps support students and has a positive effect on retention, work performance, and grades (Foote, 2015; Lance, Rodney & Hamilton-Pennell, 2000? Rodney, Keith, & Christine, 2003? Todd & Heinstrom, 2006). (3) School libraries play an integral role in helping students to graduate when they collaborate with school staff to design specialized activities and strategies to help students learn (Gavigan & Kurtts, 2010). (4) Students come from a wide range of backgrounds, and this diversity requires a network of supports that school libraries can provide to help all students progress through their educational pathways (Achterman, 2008? Francis, Lance, & Lietzau, 2010? Todd & Kuhlthau, 2004). (5) School libraries support at-risk students who do not have access to technology or possess the technological literacy skills to succeed as 21st century learners (Rendina, 2015; Small, Snyder, & Parker, 2009). (6) School libraries promote student achievement by helping to synthesize the necessary skills needed to align standards with curriculum (ERIC Development Team, 2001). (7) Effective school libraries help close the achievement gap, directly resulting in higher state assessment scores (Francis, Lance, & Lietzau, 2010? Lance, Rodney, & Hamilton-Pennell, 2000? Rodney, Keith, & Christine, 2003).

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).

Stakeholders will receive high quality professional development on the use of the resources and materials within the LC and the Inquiry Vaults and available through the partnership with the County Library. The PD will emphasize how to integrate literacy and 21st century skills into each content area. Progress rubrics will be collaboratively developed within the professional development training sessions and utilized throughout the grant period to ensure outcomes are being met. Grant implementation team members will progress monitor qualitative metrics quarterly. High School teachers will embed the use of the LC resources within their instructional methodology. Teachers will create two units of study, to enable students to utilize the four spaces within the LC for academic, collaborative, and independent purposes. Students will be trained to use the Inquiry Vault and its use will be emphasized when the Mobile Inquiry Vault is on-site at each school.

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

Baseline data will be collected from multiple sources from each school district and will include: 2015-2016 state and national assessments, professional development surveys, and 2017-2018 Student Growth Measure (SLO) pre-test data. We will partner with Wright State University to conduct quantitative and qualitative research. Their evaluation team will conduct a thorough analysis of our implementation practices and the impact on student achievement, student engagement, and teaching methodologies. The quantitative and qualitative evaluation benchmarks will track progress both for fidelity to the proposed project's immediate impact, as well as long-term impacts in terms of student achievement. Quantitative data (e.g. standardized test results, circulation data) will be used in conjunction with questionnaire and observation data, as well as with qualitative data (e.g. curriculum materials, professional development records) to ensure a thorough and balanced evaluation.

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

If analysis of our evaluative data reveals ineffectiveness within our implementation process, we will modify our implementation methodologies. This may include necessary changes in the professional development opportunities provided for teachers and staff in order to ensure that student achievement is being attained. For example, further, purposeful professional development on how to utilize the available research tools within individual academic disciplines may be necessary in order to help teachers learn how to integrate informational media literacy and research skills into their content area. Additionally, we are prepared to modify the resources within the Learning Commons and Inquiry Vaults, if data indicates a discord between available resources and stakeholders' needs and as new technology becomes available.

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 measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

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.

995,000.00 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 this proposal with fidelity, the following costs must be incurred: construction (\$165,000), Inquiry Vault equipment, materials and resources (\$60,000), purchase of a complete Mobile Inquiry Vault (\$355,000), curriculum development (\$75,000), professional development (\$75,000), 5-Year complete service agreement for maintenance and technology upgrades for both Inquiry vaults (\$250,000), and contracted services with Wright State University for the evaluation (\$15,000). Central to the Learning Commons design is an open workspace environment. The remodeling of the current, outdated BHS library is critical for the collaborative approach to research and learning that are hallmarks of the Learning Commons. The creation of the two Inquiry Vault spaces will provide the opportunity for tangible representations of student learning. By purchasing through an established vendor, we will have a proven design, specialized equipment, support in curriculum development, and high quality professional development. Additionally, the purchases from the vendor, BetaBox, provide an all-inclusive, 5-year service package that includes on-site support, maintenance, restocking, and technology upgrades for 5 years following purchase. There are no costs associated with our partnership with the County Library, but the collaboration will allow partner schools to expand their resource collection. Comprehensive professional development and collaborative curriculum development will ensure that resources are not only available, but that they are utilized effectively and efficiently. 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.

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.

1,500.00 a. Sustainability Year 1

1,500.00 b. Sustainability Year 2

1,500.00 c. Sustainability Year 3

1,500.00 d. Sustainability Year 4

1,500.00 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.

Implementation costs for this project proposal during the five-year sustainability period, calculated per district, will be limited to the on-going, virtual professional development (\$250) and the transportation expenses to move the mobile Inquiry Vault between participating districts throughout the year (\$250). On-going professional development will be necessary to ensure effective utilization of the newly available resources. We will utilize virtual communication software for collaborative professional development throughout the sustainability period and other professional development, as necessary, will occur within the normal schedule of each participating districts. Professional development opportunities regarding technology integration and instructional practices are already provided within each of the participating districts and those sessions will be expanded to include grant-related needs. Transportation expenses will be necessary in order to move the Inquiry Vault to each district throughout the year. The Mobile Inquiry Vault has been designed to be transported between locations using a full-sized truck, making the transportation costs low for each participating district. The all-inclusive 5-year service plan that accompanies the purchase of the complete Mobile Inquiry Vault and the equipment, materials, and resources within the BHS Learning Commons Inquiry Vault includes on-site support, maintenance, restocking, and technology upgrades for the 5 years following purchase. This service agreement, a standard option for the company, was significantly reduced the sustainability requirements associated with this grant.

0 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.

All members of this partnership believe strongly in the value of the Learning Commons and providing a Makerspace environment for students. The creation of the Inquiry Vault and the Mobile Inquiry Vault will result in a highly engaging learning environment that will empower students to deepen their knowledge. The implementation of this initiative will not result in cost savings, necessitating the need for all sustainability costs to be realized from the reallocation of savings from other aspects of the general budget.

100 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, each district 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, Beavercreek will reallocate \$500.00 from other areas within the general budget. This reduction will be taken from Instructional Supplies at the district level. The savings are a result of improved district-level purchasing. Bellbrook-Sugarcreek and the Greene County Career Center have identified reductions in instructional supplies from the general budget to support the sustainability costs of this initiative. Reductions were identified based on increased efficiency in purchasing and the elimination of extraneous purchases. Each member of the consortium is dedicated to the financial sustainability of this initiative.

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 10/2013 - 12/2016

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

Beginning in October, 2013 we sought innovative methodologies that would allow us to increase the rigor and 21st century learning at our high school. Extensive research on best practices in high schools, universities, and international libraries revealed the need for all students to complete advanced-level research and writing for college and career readiness and the need for makerspace experiences for all students. After site visits, phone interviews, and architectural consultations, we gained a deeper understanding of essential library components. The research showed that improvements to high school libraries directly impacts student achievement (ALA, 2014; Freeman, 2014; Gavigan & Kurtts, 2010; Kunnen, 2015; Landgraf 2014; Rendina, 2015). From February, 2016 to April, 2016 we completed the Design and Construction planning process for the physical changes necessary at Beavercreek High School. From August, 2016 - December, 2016 cross-county committees will research and finalize Inquiry Vault material and equipment decisions and will coordinate shared resources with the Greene County Public Library. From September, 2016 - December, 2016 we will create professional development plans for training teachers, students, and administrators on how to utilize the components of the Learning Commons and Inquiry Vaults. A newsletter will be collaboratively created to ensure all stakeholders are aware of resource selections and training opportunities. All building level administrators will communicate project updates during monthly staff meetings.

22. Implementation (grant funded start-up activities)

a. Date Range 05/2016-05/2017

b. Scope of activities - include all specific completion benchmarks

From November, 2016 to April, 2017 we will complete the physical remodeling project to create the Learning Commons (LC) and Inquiry Vault at Beavercreek High School. We will measure success against the timeline established for completed construction. From May, 2016 to September, 2016 we will remove under-utilized items from library collections. In January, 2017 we will purchase the materials and equipment for the LC and Inquiry Vault and will purchase the Mobile Inquiry Vault. In April, 2017, we will receive the purchased Mobile Inquiry Vault and have all other purchased equipment and materials in-place within the LC. We will measure success against the timeline established for the acquisition of resources. From September, 2016 - March, 2017 all teachers, students, and administrators will receive PD on resources

available through the Greene County Public Library partnership and library cards will be issued to all 9-12 students and teachers in the county. Beginning in January, 2017 teachers will receive on-going PD about the new resources within the LC and work collaboratively to create the new units of study. Beginning in May, 2017 students will begin receiving specialized training within their classes on using the LC and the Inquiry Vaults. We will measure success through pre and post surveys administered at each PD session. The Superintendents will oversee the overall project. The BCS Asst. Superintendent is the Lead Applicant and a Project Manager for this grant and will be responsible for overseeing the implementation. She will meet weekly with the Lead Project Manager. A BCS Curriculum Supervisor will be the Lead Project Manager and will be responsible for managing the implementation. She will meet bi-weekly with the Implementation Teams and will provide weekly updates to the Asst. Superintendent. Principals, Asst. Principals, and Teacher Leaders will comprise the Building Implementation Teams and will assist with the day-to-day implementation of the grant.

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

a. Date Range 09/2017-08/2022

b. Scope of activities - include all specific completion benchmarks

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

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

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

Please enter your response below:

Classroom practices will change as a direct result of the creation of the LC. Students and teachers will have more resources at their disposal through the partnership with the County Library and will also have direct access to learning spaces and tools specially designed to meet the needs of 21st century learners within the LC and Inquiry Vaults. Upon implementation of this project, significant changes in how students access and evaluate information, use and manage information, analyze media, create products, and apply technology will occur. The robust print, digital, and technology resources within the LC, Inquiry Vaults, and County Library will be seamlessly integrated into the day-to-day learning experiences of students. Expected development of 21st century skills includes: critical evaluation of information? accurate and creative information consumption? use of digital technologies to access, manage, integrate, evaluate, and create information? and exploration, invention, and creation of prototypes in response to inquiries and research. This innovative approach to library integration will transform knowledge acquisition and research into highly collaborative learning in flexible, shared workspaces. By combining quality PD, rich resources, and flexible learning spaces, we will create an integrated physical and virtual space to meet the rigorous academic needs of each 9-12 student across the county. One physical space will be transformed and all students within the county will gain open access through shared services. Additionally, the Mobile Inquiry Vault will travel to each partner school district within the county. This unique resource will remove the barrier of physical space, bringing the innovative IC space of the LC to each high school in the county. These new learning spaces, coupled with integrated instructional design and the County Library partnership, will result in new methods of county-wide collaboration between students and teachers.

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. The evaluation team from Wright State University CUPA/Multidisciplinary Evaluation Group will conduct this research and provide comprehensive reports of the impact from the successful implementation of the grant. Baseline data will be collected from multiple sources from each school district, including 2015-16 state and national assessments, professional development surveys, and 2017-28 Student Growth Measure (SLO) pre-test data. Quantitative data on student achievement will be collected each year from standardized tests, such as the SAT and ACT, as well as enrollment and passing rates of AP and IB classes, Ohio End of Course exams, Student Growth Measures assessments (SLO pre and post assessments), and GPAs of students at each grade level. As a pre/post analysis, these data will be compared to data from recent cohorts that did not have access to the Learning Commons, Inquiry Vaults, and resources from the County Library partnership. 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 scores using previous cohorts' exam scores, after testing for co-linearity between these measures. This data will be used to predict how students who used the Learning Commons, Inquiry Vaults, and County Library partnership resources would have fared with the counterfactual condition of a traditional library. Their outcomes will be compared using a paired sample t-test to determine if the outcomes from the use of the new learning spaces and resources differed significantly from those of a traditional library. Sample sizes will be adequate for this type of analysis. Student engagement will be measured using self-reported student surveys. Internal consistency of these surveys will be tested using Cronbach's alpha for reliability. Each set of surveys will be compared to previous years' surveys using Kolmogorov-Smirnov tests, a nonparametric test that compares sample distributions. This test is more appropriate than t-tests for this type of data and has less stringent requirements than a chi-square test. Data from these surveys will be compared to the standardized test scores using partial correlation coefficients to determine if there is a statistically significant relationship between student engagement and achievement for the summative evaluation of the program. Student sample sizes will be sufficient for this type of analysis.

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

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can 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 development of the Learning Commons, Inquiry Vaults, and County Library partnership directly impacts student achievement and the development of 21st century skills, making it a meaningful opportunity for school districts across the state of Ohio. Our model for planning, implementing and sustaining the initiative for high school students can be fully replicated by consortium groups, school districts, and individual buildings. We believe in transparency and are willing to share all components of this project with any district in the State of Ohio. We will provide access to all of our working documents and grant proposal research and data. This will enable any building or district to apply our processes to meet the needs of their own student population. We will provide full access to a site visit with our grant writing team. Stakeholders would also be made available to those interested in replicating our project. Additionally, we will explore publishing the process we took in creating the Learning Commons, Inquiry Vaults, and County Library partnership, allowing others to utilize our procedures to help identify how to bring about similar change to their own region, district, or school. In order to replicate our process, a consortium, district, or building would need to research our proposal and identify their own library capabilities, 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

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
David	Deskins	937-426-6636	dskins@greeneccc.com	Greene County Vocational School District	051045	2960 W Enon Rd, Xenia, OH, 45385-8548	
Betsy	Chadd	937-848-5001	betsy.chadd@bss.k12.oh.us	Bellbrook-Sugarcreek Local	047274	3757 Upper Bellbrook Rd, Bellbrook, OH, 45305-8750	

Partnerships

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

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jane	Dockery	937-775-2382	jane.dockery@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	

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
Brian	Hall	Technology Supervisor	Mr. Hall 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. Hall has been in education for 8 years and has been in the technology field for 17 years.	Mr. Hall has assisted with numerous building and district level initiatives.	BA in Human resources	15	
Mike	Taylor	Software Support Specialist	Mr. Taylor'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. Taylor has been in the technology field for 13 years.	Mr. Taylor has assisted with numerous building and district level initiatives.	BA of Technical Management AA in Applied Business Technology	20	
Marty	Hammonds	Assistant Principal; Grant Implementation Support Team; Building Level Project Support	Mr. Hammonds' responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet with the building Implementation Team to address needs of the grant.	Mr. Hammonds has been in education for 8 years. He has served as a classroom teacher and Assistant Principal.	Mr. Hammonds has served on various building committees and initiatives.	MS in Educational Leadership MBA in Finance BS in Biological Sciences	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	50	

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 Development Leader, and Ohio Science 7-12 Facilitator.	Ed.D. in Educational Leadership MS in Multidisciplinary Elementary Education BS Elementary Education	25	
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	15	
Garey	Martin	Assistant Principal; Grant Implementation Support Team; Building Level Project Support	Mr. Martin's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet with the building Implementation Team to address	Mr. Martin has been in education for 30 years. He has served as a teacher, Department Chair, Summer School Principal, Coach, Assistant Athletic Director,	Mr. Martin has served on various building committees and initiatives.	MS in Educational Administration BS in Physical Education	100	

			needs of the grant.	and Assistant Principal.				
Yvonne	Edwards	Assistant Principal; Grant Implementation Support Team; Building Level Project Support	Ms. Edwards' responsibility is to assist with the day-to-day implementation of the grant project at the building level. She will meet with the building Implementation Team to address needs of the grant.	Ms. Edwards has been in education for 19 years and has served as a classroom teacher and Assistant Principal.	Ms. Edwards has experience implementing state grants and has facilitated and served on various building committees and initiatives.	MS in Educational Leadership BS in Political Science	100	
Jason	Whitaker	Unit Principal; Grant Implementation Support Team; Building Level Project Support	Mr. Whitaker's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet with the building Implementation Team to address needs of the grant.	Mr. Whitaker has been in education for 16 years. He has served as a classroom teacher, Assistant Principal, and Unit Principal.	Mr. Whitaker has served on various building committees and initiatives.	MS in Education BS in Education	100	
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	

Warren	Porter	Hardware Support Specialist	Mr. Porter'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. Porter has been in the technology field for 15 years.	Mr. Porter has assisted with numerous building and district level initiatives.	AA in Religion and Counseling	40	
Jeff	Jones	Building Principal; Grant Implementation Team; Building Level Project Manager	Mr. Jones' responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Jones has been in education for over 22 years. He has served as a classroom teacher, Grant manager, and building Principal.	Mr. Jones has assisted with the implementation of: private grants, institutional change (BYOD implementation), non-traditional social services programs, College Credit Plus, credit recovery, and various district and building-level teams.	MA in Educational Leadership BS in Education	100	
Joshua	Boles	Director of Technology	Mr. Boles 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. Boles has been in education for over 6 years.	Mr. Boles has assisted with numerous building and district level initiatives.	MS in Library and Media BA in English-Literature	15	
David	Deskins	Superintendent	Mr. Deskins' responsibility is to oversee the overall project within one partner district.	Mr. Deskins has been in education for over 19 years. He has served as an Assistant Principal, Dean of Students, Human Resources Director, and Superintendent.	Mr. Deskins has extensive experience in implementation of district and building level initiatives and grant management.	MS in Educational Administration BA in Psychology/Sociology	10	
Pam	Hunt	Supervisor of Curriculum; Core Grant Implementation Team; Project Manager	Ms. Hunt is a Partner Project Manager for this grant. She will be responsible for managing the implementation within one partner district. She will meet	Ms. Hunt has been in education for 30 years. She has served as a classroom teacher, Career Technical Students Organization	Ms. Hunt has extensive experience in implementation of district and building level initiatives.	MS in Educational Administration BS in Business Education	25	

			with all key members of the implementation team, will serve as an administrative liaison to the broader implementation team.	Coordinator, Curriculum and Instruction Specialist, and Supervisor of Curriculum.				
Matthew	Lindley	Director of Secondary Curriculum; Core Grant Implementation Team; Project Manager	Mr. Lindley's responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Lindley has been in education for 22 years. He has served as a classroom teacher, Assistant Principal, and Director of Secondary Education	Mr. Lindley has extensive experience in implementation of district and building level initiatives.	MS in Teaching BS in Liberal Arts	40	
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 Administration, Counseling BA in Business, Marketing, and Education	5	
Keith	St. Pierre, Ed.D.	Superintendent	Dr. St. Pierre's responsibility is to oversee the overall project within one partner district.	Dr. St. Pierre has been in education for over 41 years. For the last 27 years he has served as Superintendent	Dr. St. Pierre has extensive experience in implementation of district and building level initiatives and grant management.	Ed.D. in Education Ed. S. in Education MS in Education BS in Education	5	
Betsy	Chadd	Director of Curriculum and Gifted Services; Core Grant Implementation Team; Project Manager	Mrs. Chadd is a Partner Project Manager for this grant. She will be responsible for managing the implementation within one partner district. She will meet weekly with all key members of the implementation team, will serve	Mrs. Chadd has been in education for 17 years. She has served as a classroom teacher, Assistant Principal, and Director of Curriculum and Gifted Services.	Mrs. Chadd has extensive experience in implementation of district and building level initiatives.	MS in Education BS in Education	20	

as an administrative liaison to the broader implementation team.

Chris	Baker	Building Principal; Grant Implementation Team; Building Level Project Manager	Mr. Baker responsibility is to assist with the day-to-day implementation of the grant project at the building level. He will meet weekly with the Building Level Implementation Team to address all needs of the grant.	Mr. Baker has been in education for over 38 years.	Mr. Baker has extensive experience in implementation of building level initiatives.	MS in Education BA in Education	40	
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