## Budget

Buckeye Local (048470) - Medina County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (91)

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

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

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**Adjusted Allocation**: 0.00

**Remaining**: -201,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
From Library to Learning Commons—Transforming Purpose, Place, and Space in Buckeye High School's Library

2. Project Tweet: Please limit your responses to 140 characters.
Through revamping our library, Buckeye HS will increase academic opportunities for students while reinvigorating culture and climate.

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.

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<th>Grant Year</th>
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<td>4</td>
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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.

Our entire district sits on one campus with our elementary, junior high, and high school in close proximity to one another. Also within extremely close walking distance to our campus is a branch of the local library. Our high school library is geographically central to all of this, which creates a unique situation for this project in that the potential exists for a widespread impact on ALL our students as well as our community. Our primary focus will be to impact high school students; however, we currently have junior high students who take courses at the high school who would also directly benefit from this project. In addition, our entire community will benefit from possible usage of the Learning Commons as a meeting space for community organizations.

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

First and last name of contact for lead applicant
Christina Collins, PhD

Organizational name of lead applicant
Buckeye Local Schools

Address of lead applicant
3044 Columbia Rd., Medina, OH 44256

Phone Number of lead applicant
330-722-8257 x. 1006

Email Address of lead applicant
ccollins@buckeyeschools.org

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

The current state and use of our library presents three issues we would like to solve: 1) Purpose: Our library houses two aging computer labs and shelves of books that usage reports indicate are not often checked out. Teachers bring classes to the labs, but otherwise the library is essentially empty. 2) Place: We have a high number of students leaving campus for much or all of the day to attend College Credit Plus classes despite our increasing CCP offerings. 14% of our staff is certified to teach CCP courses through our partnership with Cuyahoga Community College. We would like to provide a place for students to have flexible options with CCP. 3) Space: The actual library space is outdated, uninviting, and old. The layout, flooring, shelves, furniture, and lab spaces deter students and staff.

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

Buckeye Local Schools is undergoing significant transformation in teaching and learning. We have developed and are in our early implementation of a 5-year, district-wide technology plan that includes purchasing devices and aligning ourselves as a Google Apps for
Education district. In 2016-2017, we will roll out stage 1 with 7th grade take-home 1:1 devices and the purchase of device carts at the HS. In 17-18, we will have 1:1 take-home devices for all students in 7-10th grades, and the 16-17 HS device carts will be reallocated to preK-3. In 18-19, we will have 1:1 take-home devices in 7-11th grade, and we reach full implementation with carts in preK-3, 2:1 devices in 4-6, and 1:1 devices in 7-12th grade in 19-20. The addition of device carts next year will enable less whole-class traffic in the library labs as teachers will be able to bring the devices to their rooms, which also enables us the opportunity to more appropriately use the space as a Learning Commons. Our tech plan gives 7-12th grade students 1:1 access to meaningful digital curriculum from their Buckeye teachers, from CCP teachers through distance learning, from Buckeye's CCP-certified teachers, and from other online resources. Learning, then, can happen in the cafeteria during lunch, in the classrooms, outside on our benches, and in a revamped library space that is inviting to students. As we financially support these changes within the district, this grant presents a peripheral, but parallel, opportunity to enhance our 5-year technology rollout. We are proposing a renovation project that will increase student achievement and capitalize on our 1:1 HS device program by completely revamping our library in each of our three problem areas. We will begin by changing the "title" from "Library" to "Learning Commons", which will redirect its purpose. During this year, we have sent staff members on site visits to observe learning commons areas. We have learned the important connection between aesthetics and functionality of furnishings. We will remove both computer labs (replaced by carts in 2016-2017, and then by phasing in 1:1 for students in 2017-2018), remove uncirculated and old books, remove shelving from the floor center and replace it with shelves along the wall, replace flooring, remove and replace the circulation desk, and replace all furniture with items conducive to blended and online learning, including: five learning "pods" (2-6 students) with 20 Chromebooks (4 on each), two flat-screen, mounted TVs, rolling chairs, ceiling-mounted projector(s) and projector screen(s), 6-8 small, individual tables/workspaces, and comfortable seating (chairs, couches) with access to outlets for device charging. Once the space has been renovated to become more inviting, we will extend the hours of the Learning Commons allowing it to be accessible after school until 5:00. Allowing students a comfortable place to stay and work is a significant benefit to our community as with 50% Free and Reduced Lunch, we anticipate some connectivity issues from our students' homes. This will alleviate some community concerns with our tech plan. We are also currently working with our food service staff to develop a "coffee stand" opportunity within the reconfigured space that would further increase the inviting nature of the area. Grant funds would be used to 1) Make one-time payments to librarians, maintenance, and technology staff for after-hours work to deconstruct and reconstruct, 2) Pay for new flooring, 4) Pay for technology (projectors, screens, stationary devices, 3 Chromebook carts to add to our purchase of HS carts and alleviate whole-class lab traffic, and flat-screen TVs), 3) Pay for furniture (chairs, pods, tables, seating, outlets), 5) Pay for learning commons staff after school until 5:00 for 1 year (after which we will adjust the staff member's hours from 7:30-2:30 to 9:00-5:00 in order to sustain extended commons hours).

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.**

  Increased student usage of library space due to change in environment, which will be reciprocally related to the following outcomes: 1) Increased enrollment in CCP courses because students will have a space in which to work on distance-learning opportunities while taking advantage of local curriculum options; 2) Increased flexibility in student scheduling because we will have a space where students will want to be during off-periods instead of disengaging from school in a cafeteria-based study hall; 3) Increased use of digital resources as students will have access (through 1:1 devices) as well as a comfortable place to engage with these resources; 4) Improved overall student performance (gap closing, achievement scores, literacy) as a result of a changing culture, wherein the Learning Commons is a space in the building where students want to be for their learning.

  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.**

  The following assumptions are considered: 1) Investing in the Learning Commons will result in improved student achievement; 2) Students will take advantage of and use a revamped, more inviting Learning Commons space; 3) Students will use the Learning Commons as a work space; 4) A Learning Commons space is an effective means by which to increase blended learning opportunities and thereby improve student achievement.

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

  Testing these assumptions happened initially through visiting districts who have implemented Learning Commons spaces. High school and district staff performed site visits to Mentor Schools, Brunswick City Schools, Hilliard City Schools, and focused attention on related issues at OETC. The School Library Impact Studies (2013), a meta-analysis of 60 library impact studies conducted in 22 states available here: http://georgili/3Jof, found several themes in the research literature that inform our assumptions. Such themes include: 1) Strong libraries lead to higher student performance; “Results from dozens of large-scale studies, involving over 8,700 schools and over 2.6 million students, have consistently demonstrated that students score an average of 10-20% higher on reading and achievement tests when their school has a strong library media program. This effect holds, regardless of other school conditions such as student-teacher ration, overall per-pupil spending, student demographics, and community socio-economic conditions” (p. 5). 2) Better libraries result in increased reading, which results in improvements in literacy: “When children have access to books, they read them a lot, and when they read a lot, all aspects of literacy improve” (p. 5). 3) Librarians are becoming leaders in 21st century skills: “They also serve a leader, instructional partner, information specialist, teacher and program administrator. They lead in building 21st century skills by collaborating with teachers to provide essential skills of critical thinking, digital literacy and technology” (p. 5). Research supports improved library facilities that are welcoming and inviting will increase usage. Specifically, under the theme of "Environment", the analysis concluded, "The school library should be envisioned as a classroom as well as a welcoming place of learning with spaces for individual and group uses. The facility should be flexible and customizable to support multiple activities" (p. 10). Accordingly, libraries should have a "welcoming, safe, and comfortable environment" (p. 10) in order to positively influence library use. In a study of student perceptions, Bleidt (2010) found students perceive libraries as more than just book repositories, "Provision should also be made for resources for research, a quiet place for reading and writing, [and] space for students to work collaboratively", which also includes "different types of seating for different learning styles, easy chairs and straight chairs, and areas for students to be seated together or in private” (Dolan, 2004--as cited in The School
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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).

In 16-17, student self-selection to be in the Library Commons will grow from a baseline in the fall (using a Google form sign in sheet) to spring. In 16-17, circulation counts both within our school library and at the local library (through online collections) will increase. In 2017, all 9-10th grade teachers will use Google Classroom for class curriculum, providing a common repository for accessing digital course content. In 17-18, Enrollment in CCP classes taught by our teachers and/or through distance learning will increase during the first two years of implementation. In 17-18, Enrollment in AP classes will increase each year. All achievement data (graduation rate, ACT/SAT remediation free, and AP scores) will improve by 2021. All high school staff meetings and monthly board meetings will take place in the revitalized library.

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

Library usage--this data represents current statistics of library usage. As discussed, we expect to see these numbers increase as a result of this project: Average student self-selected daily attendance currently: Strictly library (not lab use) 10-15 students Average daily circulation rates: 2-5 books checked out at HS Achievement Data--this data represents test score data from the most recent year of availability (graduating class of 2014). As a result of increased library usage, we anticipate improvements in all of these numbers: 4-Year Graduation Rate: 91.5% 2014 ACT % Remediation Free: 36% 2014 SAT % Remediation Free: 4.2% AP Participation: 7.9% CCP Participation with Buckeye's School teachers' staff: 333 CCP Participation via distance learning: 32 CCP Participation off-campus: 26 HS Gap Closing: A (Reading= 94.3% White, 93.9% All Students, 87.8% Econ Disadvantage; Math= 91.4% White, 91.2% All Students, 85.4% Econ Disadvantaged)

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

Our first indicator of project success will be increased usage of the Learning Commons during the course of the 2016-2017 school year, which includes both the number of students present in the Commons as well as the amount of items checked out through circulation. We will monitor these numbers at the semester mark to check for growth. If we do not see improvements at that time, we will convene a student advisory council to help us understand what else we can do to increase usage. From there, we will intervene with a plan created in collaboration with students. If usage increases, but enrollment in CCP and/or AP courses does not improve, we would survey students to better understand their course selections. It may be beneficial to provide “extra incentives” to CCP and AP students who use the library for studying, such as “coupons” for the coffee stand, a designated area for studying, and/or more flexibility in scheduling. Specific course of action would be addressed after surveying for additional feedback. Finally, if usage increases, but achievement scores do not improve, we would use observations and surveys to understand how students are making use of the Commons and what we could do to better support increased literacy and an environment for studying. We are fully prepared to alter the course of our project if necessary as we believe this project is essential to our overall district technology and academic goals at this time.
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)

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.

201,000.00 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.

We will begin by changing the "title" from "Library" to "Learning Commons", which will redirect its purpose. During this year, we have sent staff members on site visits to observe learning commons areas. We have learned the important connection between aesthetics and functionality of furnishings. We will remove both computer labs (replaced by carts in 2016-2017, and then by phasing in 1:1 for students in 2017-2018), remove uncirculated and old books, remove shelving from the floor center and replace it with shelves along the wall, replace flooring, remove and replace the circulation desk, and replace all furniture with items conducive to blended and online learning, including: five learning "pods" (2-6 students) with 20 Chromebooks (4 on each), two flat-screen, mounted TVs, rolling chairs, ceiling-mounted projector(s) and projector screen(s), 6-8 small, individual tables/workspaces, and comfortable seating (chairs, couches) with access to outlets for device charging. Once the space has been renovated to become more inviting, we will extend hours of the Learning Commons allowing it to be accessible until 5:00. Allowing students a comfortable place to stay and work is a significant benefit to our community as with 50% Free and Reduced Lunch, we anticipate some connectivity issues from our students' homes. This will alleviate some community concerns with our tech plan. Grant funds would be used to 1) Make one-time payments to librarians, maintenance, and technology staff for after-hours work to deconstruct and reconstruct, 2) Pay for new flooring, 3) Pay for technology (projectors, screens, stationary devices, 3 Chromebook carts to add to our purchase of HS carts and alleviate whole-class lab traffic, and flat-screen TVs), 4) Pay for furniture (chairs, pods, tables, seating, outlets), 5) Pay for learning commons staff after school until 5:00 for 1 year (after which we will adjust the staff member's hours from 7:30-2:30 to 9:00-5:00 in order to sustain.

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.

0.00 a. Sustainability Year 1
0.00 b. Sustainability Year 2
0.00 c. Sustainability Year 3
0.00 d. Sustainability Year 4
0.00 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.

Because of the nature of this project, a one-time renovation of the library (as funded by this grant) will not result in additional sustainability costs outside of what the district is already paying in building and technology maintenance. As the district already maintains the space (janitorial and maintenance services), and as technology throughout the district is already serviced as needed, this project requires nothing outside of our normal financial scope. The only potential costs would include sustaining pay for after-hours availability of staff; however, we have already addressed this issue by changing the working hours of that position.

50.0 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.

There are no additional costs or cost savings associated with this project.

50.0 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.
There are no additional sustainability costs associated with this project.

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 8/1/2015 - 5/6/2016

b. Scope of activities - include all specific completion benchmarks.
During this timeframe, the following steps toward planning have taken place: 1. District administrators and librarians met to envision possibilities in library. This conversation took place in early fall, 2015, as part of a larger conversation about increasing College Credit Plus offerings and finding locations to "house" students that would provide opportunities for self-selected academic activities. The conversation was also driven by the district's 5-year technology plan, which focused on becoming 1:1 in all grades at the high school level by 2019-2020. We needed a space that would enable students to access course materials (whether CCP or other digital resources) from their 1:1 devices. 2. As part of this conversation, we visited other districts and libraries to aid our research. We collected images and feedback about furniture, aesthetics, structures in other libraries with the idea of learning from these experiences and creating our own. 3. We examined what the research says about school libraries and how they affect student achievement to ensure our plan was in keeping with related research. 4. We began inacting our technology plan as a step forward toward our library goal.

22. Implementation (grant funded start-up activities)

a. Date Range 6/1/2016 - 6/1/2017

b. Scope of activities - include all specific completion benchmarks.
The following steps will be taken as part of implementation. 1. Beginning as early as grant award acceptance notification, HS principal will coordinate with maintenance, technology, and librarian to deconstruct library space (remove shelves, continue "weeding" books, remove furniture, remove old flooring). 2. Once completed (mid-July), HS principal will coordinate with maintenance, technology, and librarian to reconstruct the space (replace shelving, replace furniture, technology, wiring, flooring). 3. By August 15 (start of school) all devices will be prepared and ready for student and teacher use. Carts will be in place to replace aging computer labs and to limit whole-class traffic at the beginning of the year. 4. Beginning August 15 and through the duration of the school year, librarian position will move from 7:00 - 2:35 hours from 2015-2016 school year to 9:00 - 5:00 hours in 2016-2017. 5. Beginning August 15, librarian will create systems for monitoring student usage and to elicit feedback per implementation progress plan. 6. Throughout the school year and beyond, data will be continually monitored to measure success of implementation and student achievement increases.

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

a. Date Range 6/1/2017 - Ongoing

b. Scope of activities - include all specific completion benchmarks.
Based on the research we have conducted including journal articles as well as on-site visits, we anticipate significant changes to the climate and culture of the high school building surrounding the use of the library. As stated, the library is currently underused and its primary purpose is for whole-class groups to make use of aging computer labs. In the years following implementation, we anticipate significant increases in use of digital resources as teachers (and students, via 1:1) will have direct access to digital content and a location in which to work. We anticipate increases in student achievement as an aesthetically-pleasing Learning Commons becomes a "hub" for students while providing direct and increased access to high-interest books. Evaluation of the program will be ongoing per the outline in Question 26, and we will continually reevaluate in order to ensure students are using the space for its intended purposes.
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:

As a result of this grant project, we anticipate changes to practices in three areas: Instruction, Achievement, and Community. 1. Instruction: We expect high school teachers to use more digital resources. Currently, there is minimal access, which prevents teachers from making use of modern digital content. By incorporating additional carts and our ultimate plan for 1:1, students and teachers have increased access without having to "sign out" the library labs and fight for lab time. We expect instruction to shift as students will have a space provided where they can access coursework without needing the "right textbook" from which to study. We also expect continued increases in our CCP enrollments. In 2015-2016, we had 0 students enrolled in CCP courses at the high school. In 2016-2017, through our partnership with Cuyahoga Community College and more efficiently utilizing our CCP-qualified teachers, our enrollments increased to 333. We look forward to continued increases in this area as having the revitalized library space enables flexible scheduling and distance-learning access. 2. Achievement: Based on the research, we believe building this space and revitalizing the culture and climate surrounding our library will improve students' literacy skills. Literacy is the cornerstone to all subject areas, so we anticipate improvements in achievement in all subjects as well. We will monitor achievement data (as discussed) for these improvements. 3. Community: Because our district is 50% Free and Reduced Lunch, we have received some feedback from parents concerned about our technology plan. Having this library space provides a location with internet access for those in need. It also enables athletes to work in the Learning Commons after school before games. Finally, this space will become a central meeting area for community organizations and Board meetings.

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:

This project will be internally evaluated by the implementation team using data sources discussed in Question 26.

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

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

We will describe each evaluation method in relation to an associated project outcome: 1. In 16-17 (and ongoing), student self-selection to be in the Library Commons will grow from a baseline in the fall (using a Google form sign in sheet) to spring. Quantitative data will demonstrate how many students are in the Learning Commons, but it will not indicate what those students are doing in there. In order to reach our goals for increases in CCP and AP courses, flexible scheduling, and academic achievements, we need to ensure students are self-selecting to work on academics and/or literacy skills. In order to better understand how the Learning Commons is used, we will use qualitative data such as observations and feedback from students. 2. In 16-17 (and beyond), circulation counts both within our school library and at the local library (through online collections) will increase. This will be quantitatively measured through extracted circulation data tied to our library check-out systems. Additionally, our librarian will monitor which books are not checked out in order to continue "weeding" the collection and adding items students want to read. Doing so is in keeping with our goal of increasing and improving literacy skills. 3. In 2017, all 9-10th grade teachers will use Google Classroom for class curriculum, providing a common repository for accessing digital course content. This will be considered a "yes" or "no" benchmark. Teachers who have not done so will receive assistance from HS principal, curriculum director, or librarian to complete task. 4. In 17-18, Enrollment in CCP classes taught by our teachers and/or through distance learning and AP enrollments will increase during the first two years of implementation. As we implement this project, one important facet is the opportunity for more flexible student scheduling. We have already seen increases in our CCP and AP enrollments for next school year, and we anticipate continued improvements in this area. This will be measured quantitatively through scheduling data each spring. 5. All achievement data (graduation rate, ACT/SAT remediation free, and AP scores) will improve by 2021. This goal is in keeping with both our District Leadership Team goal as well as our Strategic Plan. Per the research, improved library aesthetics combined with increased opportunities for study and 6. All high school staff meetings and monthly board meetings will take place in the revitalized library.

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.

As a district, Buckeye Local Schools is always open to sharing successes and lessons learned with other districts. We have attained a significant amount of movement in improving our academic offerings and moving toward a tech-infused learning experience for all students.
While other districts in Medina county have embarked somewhat on these ventures as well, we believe Buckeye is a leader in steady, committed implementation of changes to instructional programs. During our planning phase, we actively sought districts who were willing to share their own implementation stories of similar projects. We would share with others our story as a result of this grant opportunity. Possible opportunities for sharing with others include conference participation (OSBA) and social networks. We are already actively engaged in leadership networks and would take advantage of those opportunities to share as well. Possible future plans in-district depending on the success of implementation may include revitalizing the junior high and elementary libraries as well or inviting junior high students to utilize the high school Learning Commons. We also have a growing group of junior high students interested in CCP opportunities, so another area for expansion may be into flexible scheduling for those students as well through the high school Learning Commons to encourage increased CCP opportunities to the 7th and 8th grade levels.

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).

Christina Collins, PhD
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td>Kettering</td>
<td>3307254415 x. 2501</td>
<td><a href="mailto:kettering@mcdl.info">kettering@mcdl.info</a></td>
<td>Medina County District Library</td>
<td>137919</td>
<td>210 S Broadway St, Medina, OH, 44256-2602</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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<tr>
<td>Gabe</td>
<td>Tudor</td>
<td>High School Principal</td>
<td>Coordinate and monitor maintenance, technology, and librarian summer work; Monitor and evaluate implementation of plan according to details as described; Coordinate with building librarian to ensure increased usage and appropriate use of revitalized space; Communicate purposes of project with other building staff; Initiate conversations and share successes with other districts; Maintain social media awareness of project implementation; Coordinate with guidance counselors future flexible scheduling opportunities; Envision possibilities for students and staff in the space</td>
<td>High School Principal</td>
<td>Previous experience with large-scale initiatives and implementing plans; Recent successes in implementing significant and widescale curriculum and cultural changes in building including revamping of College Credit Plus courses and overhaul of program of studies offerings</td>
<td>B.A. in History; M.Ed; Superintendent's License</td>
<td>20</td>
</tr>
<tr>
<td>Christina</td>
<td>Collins</td>
<td>Curriculum Director</td>
<td>Initial research for project; Completion of initial grant application; Monitor and evaluate implementation plan according to details as described; Coordinate with HS principal for deconstruction and reconstruction of space; Possible leadership role in creating student advisory committee if assumptions prove incorrect</td>
<td>Curriculum Director</td>
<td>Previous experience with large-scale initiatives and implementing plans; Four years of administrative experience</td>
<td>B.A in English; M.Ed in Teacher Leadership; Ph.D in Curriculum and Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Joey</td>
<td>Fabian</td>
<td>District Librarian</td>
<td>Assist High School principal with his responsibilities in the project while also: Creating the climate for the space and leading students and teachers toward that climate; Establishing relationships with students and staff so as to become what the District Librarian; Google Certified Trainer; Member of Infohio iCoach, Digital Literacy Task Force, Early Literacy Task Force, and User Council; LEEMC Advisory Board; OELMA Conference</td>
<td>District Librarian; Google Certified Trainer; Member of Infohio iCoach, Digital Literacy Task Force, Early Literacy Task Force, and User Council; LEEMC Advisory Board; OELMA Conference</td>
<td>Led library initiatives in the district at the primary and junior high buildings; leadership roles indicated in &quot;qualifications&quot; section show passion for library media sciences and</td>
<td>B.A. Middle Childhood Education; M.S. Middle Childhood Science; M.LIS Librarian and Information Sciences</td>
<td>60</td>
</tr>
</tbody>
</table>
American Library Association defines as high quality staff (technology leader, research leader, resource curator); Set up data collection systems for monitoring effectiveness of implementation; Lead creation of student advisory committee; Continue to "weed" books appropriately while also creating opportunities and making purchases of both physical and ebooks that interest and engage students in literacy; Encourage love of reading such that students will engage in it and thereby increase achievement scores; Serve as contact for students using the space for CCP courses.

| Brian Williams | Superintendent | Assist as needed; Communicate successes and support sharing with other districts; Maintain and inform communications with local Board of Education about the project | Superintendent | Superintendent in district for 6 years; Previous principal experience | B.S. Education; M.A. in Educational Administration; Superintendent's License | 5 |