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<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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Adjusted Allocation: 0.00

Remaining: -905,000.00
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 Libraries to 21st Century Learning Commons

2. Project Tweet: Please limit your responses to 140 characters.
Embrace innovative library concepts to enhance deep learning, 21st Century skills, STREAM concepts, and Socratic learning.

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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>K1</th>
<th>K2</th>
<th>K3</th>
<th>K4</th>
<th>K5</th>
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<th>K7</th>
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<td>141 1</td>
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<td>183 8</td>
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</tr>
</tbody>
</table>
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.

The suggested interventions will upgrade library facilities at all three elementary schools, the middle school, and the high school. This will allow all students within the Marlington Local School District to be directly impacted by this grant.

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

First and last name of contact for lead applicant
Joseph Knoll
Organizational name of lead applicant
Marlington Local Schools
Address of lead applicant
10320 Moulin Avenue NE, Alliance, OH 44601-5906
Phone Number of lead applicant
(330) 823-7458
Email Address of lead applicant
j_knoll@marlingtonlocal.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

Marlington Local School District (MLSD), a rural, economically disadvantaged district, developed a Strategic Plan to guarantee responsiveness to student needs, preparing them for long term success. Four goals relate to information and technology: - To enable every teacher to effectively utilize technology to enhance instruction and provide a technology rich educational experience - To work toward K-12 continuity and grade-level consistency of quality curriculum. - To ensure all Marlington students graduate with a post-graduation plan of action and pathway that empowers them to compete in the 21st century. - To provide safe facilities that provide effective learning/instructional space. Current Library spaces present an obstacle in achieving these goals. MLSD will redesign outdated spaces in all buildings, enhancing the traditional library model by incorporating innovative concepts to encourage deep learning rooted in 21st Century skills, STREAM concepts, and Socratic learning method.

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

The redesign of library spaces within MLSD will allow the district to embrace innovative library concepts such as Learning Commons to enhance deep learning, 21st Century skills, STREAM concepts, and Socratic learning. Improvements will act as a framework to support a continuum of access to quality information and technological resources from K-12. Each library space will be transformed into a 21st Century Learning Common, a logistical necessity to move through the stages of the SAMR (Substitution, Augmentation, Modification, and Redefinition)
model for technology integration. This will be accomplished through the use of flexible learning space and the availability of technological tools in a shared setting to support blended learning implementation. MLSD has adopted the SAMR model, completing both the Substitution Phase; use of computer technology to perform tasks done prior to computers, and the Augmentation Phase; use of computer technology as a tool for common tasks. The Modification Phase represents the first step beyond enhancing and transforming the traditional classroom and involves accomplishing common tasks using computer technology. The Redefinition Phase allows for new tasks that were previously inconceivable. The proposed enhancements would feature access to advanced technology for both staff and students, effectively moving MLSD into the final phases of technology integration. This project is also rooted in concepts outlined by David D. Thornburg, Ph.D. in Campfires in Cyberspace: Primordial Metaphors for Learning in the 21st Century. Thornburg theorizes that there are four archetypal environments within a learning community: the campfire, the watering hole, the cave, and life. The campfire is an environment lending itself to storytelling and shared wisdom. This is most like a class gathered around a teacher, an expert on a topic, sharing wisdom with the group. The watering hole environment is less formal; an exchange of information among individuals. In this environment, each participant is both a learner and a teacher. With access to campfire and watering hole, learning there is a need for the cave. As Thornburg points out, “The learning community of the campfire brought us in contact with experts, and that of the watering hole brought us in contact with peers.” The cave is where we come in contact with ourselves. It is where we ponder the knowledge that we have acquired in order to prepare for its application, which brings us to the final learning environment: life. Thornburg says “whether our insights are established through campfires, watering holes, caves, or (more likely) a combination of the three, we don’t really know what we know until we have tried to apply it”. Redesigned libraries allow for four learning environments within a singular space. Learning Commons will be used for teaching curriculum (campfire), collaborative learning (watering hole), independent learning (cave), and will culminate in demonstrated understanding of concepts by students (life). MLSD libraries will be transformed according to the unique needs of each space utilizing enhancements such as flexible furniture, elimination of carpeting, addition of acoustic tiles, and additional 21st Century technology. Three elementary buildings will redesign space to accommodate a Science, Technology, Reading/writing, Engineering, Art, and Mathematics (STREAM) Learning Center. Students will make direct use of space through curriculum enhancements, co-curricular access, and use through the Imagineers STEAM Club extracurricular activity. Middle school will create a Socratic Space to support curriculum enhancements, co-curricular access, and introduction of Genius Hour for independent and collaborative learning. High school will embrace Socratic learning, which uses guided inquiry deeper awareness, with the creation of a Genius Hub to support curriculum enhancements and teacher guided independent learning opportunities.

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.

Marlington Local School District (MLSD) recognizes the importance of evaluating its efforts in support of state initiatives for enhanced STEM learning and guarantee responsiveness to student needs. Moving MLSD “From Libraries to 21st Century Learning Commons” will be no different. As with all efforts, the ultimate goal is to increase student success. With this in mind, the following outcomes are expected as a result of the completion of this project: increased student achievement as reflected in State Report Card assessments. - Increased student achievement as evidenced by Advanced Placement test scores.

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.

Flexible learning spaces with access to 21st Century technology along with the introduction of Socratic learning to support guided inquiry and greater opportunity for collaborative and independent learning will lead to increases in student success meeting academic standards.

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

Marlington Local School District (MLSD) has developed a Strategic Plan to guarantee responsiveness to student needs, preparing them for long term success. Four goals relate directly to information and technology: - To enable every teacher to effectively utilize technology to enhance instruction and - To work toward K-12 continuity and grade-level consistency of quality curriculum. - To ensure all Marlington students graduate with a post-secondary plan of action and - To provide safe facilities that provide effective learning/instructional space. In pursuing these strategic goals, MLSD has integrated key institutional components to address these concerns and create a continuum for student success that starts in kindergarten and provides a grade-level appropriate, quality curriculum that is technology rich and leads to graduates prepared to compete in the 21st century. This work has produced the following results: Elementary Buildings (K-5): - 1:1 technology in science and social studies - Introduction of LEGO Club, - providing access to additional opportunities for enhanced STEM learning - provide a technology-rich educational experience. Middle School (6-8): - 1:1 technology for all grade levels through the use of iPads - STEM curriculum High School (9-12): - 1:1 technology for 9th grade tech classes starting in 2016-2017 through the use of laptops - Project Lead the Way participation with a focus on engineering - Dukes Digital Academy; access to alternative online curriculum to meet student needs - Florida Virtual; available for students who have maxed out current curriculum with no interest in College Credit Plus or college campus courses The redesign of outdated library spaces throughout MLSD is an important next step, enhancing the traditional library model to incorporate innovative concepts and encourage deep learning rooted in 21st Century skills, STREAM concepts, and the Socratic learning method. Teachers at Albemarle County Public Schools in Virginia have been seeing the benefits of providing a flexible learning environment. Since implementing flexible classrooms, Albemarle County Public Schools have observed that: - Student grades have improved. - Students are happier and more engaged. - Students are participating more and having more invigorating conversations. MLSD expects similar results with the introduction of flexible learning environments in Learning Commons throughout the district.Further, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education at the Graduate School of Education (Stanford University) found that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk. The report is based on a review of more than seventy recent research studies. This report identifies three important components for successfully using technology with at-risk students: - Interactive learning - Use of technology to explore and create rather than to "drill and kill", that is, using computers to take over for teachers and forcing students to memorize information in order to be tested with multiple-choice questions. - The right blend of teachers and technology. MLSD anticipates that concepts described in this report and these lessons...
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).

Marlington Local School District (MLSD) will utilize State Report Card data to verify increases in student achievement as reflected through its district Performance Index and Indicators Met. MLSD will also utilized AP School Score Summary data to verify increases in student achievement through increases in the number of students scoring a three or higher.

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

State Report Card achievement data for Marlington Local School District (MLSD) for 2014-2015 Report Card shows the following baseline data: Performance Index 80.3% Indicators Met 93.9% The 2015 AP School Score Summary data for MLSD shows that 53.2% of AP Students received a score of three or higher.

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

Marlington Local School District (MLSD) utilizes a blended learning model, delivering instruction through a variety of methods and including the use of digital and online media elements influenced by student interaction. In order to ensure the success of blended learning, MLSD assesses its incorporation through: Lesson Plans that reflect blended learning modeling, Student work samples, Principal walk-throughs, Regular department meetings, Building Leadership Teams that focus on blended learning support, Evidence collected to support strategic plan goals. Blended learning monitoring provides a continuous feedback loop that will provide a pathway for evaluating the library enhancement project, allowing consistent oversight of the delivery model and the instruction model. This continued observation will ensure that MLSD is prepared to alter either model as needed to realize desired outcomes under this project.

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.

Marlington Local School District (MLSD) will eliminate two library positions, one at the middle school and one at the high school, in order to realize cost savings under this project. Once libraries are transformed from libraries to 21st Century Learning Commons, these positions will no longer be necessary. Management of the newly updated 21st Century Learning Common areas will be accomplished through existing staff which will act as Technology Information Facilitators (TIF). Staff filling these TIF positions are highly qualified individuals with the background and experience to fill this role.

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.

The library staff at the middle school and high school have separated from the Marlington Local School District (MLSD). MLSD sees this as an opportunity to reimagine the traditional library model through this project to take the district from libraries to 21st Century Learning Commons. The assumption necessary for the desired outcome to be attained is that the redesign of this space in conjunction with enhancements to curriculum will result in a redistribution of resources to support the use of Technology and Information Facilitators for management of Learning Common spaces.

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

The efforts of Marlington Local School District to implement 1:1 technology this year was supported by increased hours for technology experts to be available throughout the entire school day at every building in the district. This has led to an improved use of technology by staff and students because of the consistent support of technology experts. It is expected that this observed success will translate into success in Learning Commons using a similar model.

548974 iv. Please enter the Net Cost Savings from your FIT.

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

Budget line items where spending reductions will occur include Personal Services (Salaries and Wages) and Fringe Benefits. Two positions will be eliminated. The District Librarian was paid a salary of $55,396.47 annually with $24,618.09 in total benefits. The High School Librarian was paid a salary of $28,281.50 annually with $4,676.91 in total benefits. Added together, the elimination of these positions yields the following line item totals: Salary and Wages $83,677.97 ($55,396.47 + $28,281.50) Fringe Benefits $29,295.00 ($24,618.09 + $4,676.91)

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

If student achievement outcomes are not realized, Marlington Local School District is prepared to intercede. This will take the form of a shared services model that will change from the exclusive use of Technology and Information Facilitators, one at the Middle School and one at the High School, to the use of one Technology and Information Facilitator and one librarian to split time between the two schools. This will work logistically because the two schools share a campus and it will guarantee that all students in the district will have restored access to a librarian.

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.
Please explain the source of these reallocated funds.

Spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

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 costs associated with the sustainability of this project as each library already has an individual budget. Additionally, these spaces will be under the management of current staff members which represents no additional project cost.

Total 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.

Marlington Local School District (MLSD) anticipates that the sustainability cost of the project will be modest, rooted in the need for increases in software license agreements and costs associated with accessing online content or subscriptions. Based on previous experience with other technology-centered projects, MLSD expects that these costs will increase by approximately $1,000 for each of five buildings in each sustainability year. In addition, it is anticipated the need to replace and/or repair the capital related items (i.e.; equipment and furniture) as part of this project beginning in FY20 at a rate of $2,000 per building per year OR $10,000 per year. These two types of costs represent the only anticipated increases associated with the sustainability of this project as each library already has an individual budget. Additionally, these spaces will be under the management of current staff members which represents no additional project cost.

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.

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.

This will enable the resulting Learning Commons to be easily managed by existing Technology Information Facilitator staff.

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%

Please explain the source of these reallocated funds.
**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
      August 8, 2016 - March 31, 2017
   b. Scope of activities - include all specific completion benchmarks.
      - August 2016 Press Release Announcing Grant Award
      - Convene Implementation Team for Advisory; will meet monthly to steer project
      - September 2016 Initial Consultation with Design Consultant
      - October 2016 Concept Design Presentation
      - November 2016 Presentation of Concept Design to School Board
      - December 2016 Approval of Concept Design
      - January 2017 Develop Teacher Guidance for Curriculum
      - Enhancement Concept Design Finalization
      - February 2017 Technology Selection
      - March 2017 Purchase Technology for Installation

22. Implementation
   a. Date Range
      April 1, 2017 - August 18, 2017
   b. Scope of activities - include all specific completion benchmarks
      - April 2017 Press Release Announcing Renovation Plan Details to Community
      - May 2017 Renovation of Libraries at all Buildings
      - June 2017 Approval of Concept Design
      - July 2017 Renovation of Libraries at all Buildings
      - August 2017 Renovation completion at all Buildings

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range
      August 19, 2017 - September 30, 2022
   b. Scope of activities - include all specific completion benchmarks
      - September 2017 Press Release Announcing Project Completion
      - Begin Enhanced Programming
      - "Enhanced Programming will continue through the Sustainability Phase and beyond. *Evaluations are anticipated to take place in September of each year (2018, 2019, 2020, 2021, 2022) with the availability of Ohio Department of Education Report Card information for the district.

**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:

Marlington Local School District (MLSD) libraries will be transformed according to the unique needs of each space utilizing enhancements such as flexible furniture, elimination of carpeting, addition of acoustic tiles, and additional 21st Century technology. In order for curriculum enhancements to be effectively integrated, staff will receive training and guidance prior to the 2017-2018 school year. This will enable teaching staff to incorporate and fully utilize the capabilities of Learning Commons, facilitating collaboration and deeper learning through the application of advanced technology and flexible learning environments. Three elementary buildings will redesign space to accommodate a Science, Technology, Reading/writing, Engineering, Art, and Mathematics (STREAM) Learning Center. Students will make direct use of space through curriculum enhancements, co-curricular access, and the Imagineers STEAM Club extracurricular activity. The Imagineers...
STEAM Club will put creative ideas into practical use by using imaginative ideas and technologies. Imagineers STEAM Clubs will encourage the four C's of curiosity, creativity, collaboration, and critical thinking. The middle school will create a Socratic Space to support curriculum enhancements, co-curricular access, and introduction of Genius Hour for independent and collaborative learning. The Genius Hour model will be implemented, allowing time within the school day for students to pursue a "passion project" outside of the regular curriculum plan. Students will engage their curiosity in subject matter, working alone or in collaboration, for student-directed learning opportunities. The high school will embrace Socratic learning with the creation of a Genius Hub to support curriculum enhancements and teacher-guided independent learning opportunities. The Genius Hub will provide a center for active learning, encouraging exploration, creativity, and collaboration while building on Genius Hour concepts.

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:

Carole Sutton, Assistant Superintendent/Curriculum Director Marlington Local School District 10320 Moulin Avenue, Alliance OH 44601
Phone Number (330) 823-7458 email c_sutton@marlingtonlocal.org

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.

Evaluation of this project will be done internally by Marlington Local School District (MLSD) staff, namely the Assistant Superintendent/Curriculum Director, Carole Sutton. Assistant Superintendent Sutton is a part of ongoing monitoring of blended learning instruction in MLSD and will use this experience and knowledge, as well as her role as Curriculum Director, to guide the project. Mrs. Sutton will be tasked with obtaining metrics related to student achievement and cost savings for evaluation throughout the implementation and sustainability of the project, communicating results to stakeholders including the Ohio Department of Education. Evaluation information will be gathered and assessed annually following the release of State Report Cards through the Ohio Department of Education. Marlington Local School District (MLSD) will utilize State Report Card data to verify increases in student achievement as reflected through its district Performance Index and Indicators Met. State Report Card achievement data for Marlington Local School District (MLSD) for 2014-2015 Report Card shows the following baseline data: Performance Index 80.3% Indicators Met 93.9%. MLSD will also utilize AP School Score Summary data to verify increases in student achievement through increases in the number of students scoring a three or higher. The 2015 AP School Score Summary data for MLSD shows that 53.2% of AP Students received a score of three or higher.

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.

Marlington Local School District (MLSD) has modeled its project after successful projects within the educational community and anticipates that this project will prove successful and replicable. MLSD expects that its project, "From Libraries to 21st Century Learning Commons", will serve as a guide for other schools, especially those serving rural communities. MLSD will complete regular assessments of its project and communicate successes and lessons learned to relevant stakeholders in the community and throughout the state through press releases, district publications, the district website, and presentations.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, Joseph Knoll, Superintendent Marlington Local Schools (049882)
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