

Budget

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (97)

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	0.00	0.00	55,016.00	0.00	55,016.00
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	0.00	0.00	0.00	0.00	0.00
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	944,470.00	0.00	944,470.00
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	0.00	0.00	999,486.00	0.00	999,486.00
							Adjusted Allocation	0.00
							Remaining	-999,486.00

Application

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (97)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Flip this Library! Creating Multi-functional Learning Commons

2. Project Tweet: Please limit your responses to 140 characters.
Libraries transformed into multi-functional learning commons serve as inviting hubs of student 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.*

Grant Year				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	318 6	313 7	340 8
277 9	331 10	327 11	308 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	289 6	318 7	313 8
232 9	277 10	331 11	327 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	316 6	289 7	318 8
217 9	232 10	277 11	331 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	636 6	596 7	628 8
9	10	11	12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	610 6	636 7	596 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.

In 2019-2020, the district's two high schools (enrollment 2,700) and one of the elementary school's (enrollment 475) facilities will incorporate flexible learning commons in their new building designs. Therefore they will benefit from the modeling and sharing from the middle school staffs, their data and their performance task models as a result of the participation in this grant when they implement these best practices. The remaining four elementary buildings (total enrollment 2,750) not already affected, which do not have funding for renovations, will be able to replicate the focus on performance tasks that incorporate 21st century skills even if the physical environment is not fully replicated. The current School of Innovation was designed around flexible learning commons so they are already implementing best practices (referenced later in the grant application),

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

First and last name of contact for lead applicant
Gina Kevern

Organizational name of lead applicant
Willoughby-Eastlake City School District

Address of lead applicant
37047 Ridge Road

Phone Number of lead applicant
4409753755

Email Address of lead applicant
GINA.KEVERN@WESCHOOLS.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

We are at a crossroads in education as we strive to create and support learning environments for 21st century skills in libraries that are frozen in time. Bookshelves line the walls with seldom used, outdated materials, and students work in isolation rather than in collaborative groups. School staff have come to the realization that the facilities, their roles and the structure of learning must change to focus on utilization of innovative spaces that support collaboration, problem solving, critical thinking and digital literacy skills. We need to revolutionize our libraries to be full service learning, research and project spaces that connect learners, accommodate best practices for teaching and are inviting hubs of student learning, collaborative activity, and professional development. Flipping libraries into multi-functional learning commons as a focal point for the entire school promotes the value of knowledge, creative expression and 21st century skills.

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

ODE clearly outlined the expectations for public schools to align their instruction to meet Ohio's Learning Standards and 21st century skills. Those standards were designed to foster critical thinking skills and prepare students of the millennial generation for an increasingly complex landscape of technology and innovation. To adequately extend learning and ensure that we are cultivating innovative approaches to more complex thinking, we must provide innovative and inspiring learning environments. Other professions have reinvented themselves to meet the needs of consumers, the auto industry, the medical field, manufacturing, and technology, for example, but education has stayed frozen in time. The Flip this Library proposal to create multi-functional learning commons in several buildings is a tipping point in the delivery of educational services. It is a revolution in how we think about and use educational space and in the transformation of how teaching and learning take place. The guiding principles behind learning commons ensures that we are serving as a bridge between educational philosophies and practices, and the real world. Learning commons facilitate active, independent and collaborative learning to meet the complex needs of individuals. Learning communities serve as a hub for physical and virtual interaction of staff and students and supports participatory learning. By challenging the instructional design of space, we climb to excellence by creating a collaborative physical and virtual environment that invites and sparks learning, and offers a dynamic approach through evidence-based design and standards implementation that meets the Ohio's Learning Standards. In this project, we will renovate three libraries, Eastlake Middle School, Willowick Middle School and South High School (which will become Willowby Middle School) in 2019. A library transformed into a vibrant learning commons "encourages learning through inquiry, collaboration, discussion and consultation." (McCullen, 2008). Picture a currently enclosed library, with five and six foot tall shelves lined with thousands of books, tables and chairs crowded together in rows, a bank of computers along a wall and a circulation desk. When the purpose of a library is just to house books for students to borrow, that works. That doesn't meet the needs of this generation. According to Tenofsky, author of "Teaching to the whole student: Building best practices for collaboration between libraries and student services," students of the millennial generation "possess characteristics and expectations far different than past generations. Some of the characteristics assigned to this generation include computer literate, team oriented, and self-assured." (Ternofsky, 2007). Now, envision eager students spilling into the learning commons picking up mobile devices from the charging station and going right to work. Students in a small group use an interactive touch screen Nureva projector to create a presentation for city officials to solve a water problem. An absent student is logged in on his tablet at home and can still participate with the group and contribute to the project. A group of students redesigns the school's courtyard as an outdoor learning space with 3D models. A science teacher is in the learning commons with students as they test their design prototypes. Groups of students eat their lunch while enjoying poetry readings from an English class. A teacher and librarian are consulting with students collaborating with a group in South America via Google Hangouts. An interactive whiteboard is filled with student ideas on how to stop bullying. Students adjust furniture as they move from individual work to collaborating as a team. Teachers from different content areas gather to develop an interdisciplinary unit using technology at the point of instruction. Students lounge on modular furniture reading their eBooks. Who could resist this exciting learning buzz?

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.

The outcomes will reflect increased student achievement in the content areas of reading, language and mathematics as reflected by the NWEA Measures of Academic Progress (MAP) results, and increased demonstration of 21st century learning skills and the International Society for Technology in Education Standards (ISTE). An outcome will be a shift in instructional practices that permeate throughout the district through teacher modeling and sharing. The pedagogical approach of integrating 21st century skills with flexible learning spaces will enable schools to experience a metamorphosis as effective instructional practices move beyond textbook teaching to embrace the design features of multi-functional collaborative learning spaces. We will have more technologically literate teachers and students. Flexible use of space coupled with resources that encourage critical thinking, creativity and innovation enable students to be problem-solvers rather than passive recipients of information.

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 district committed to project-based learning (PBL) in all schools. We opened a STEM PBL focused elementary school in 2015, redesigned a third grade wing in another school to implement PBL designed learning, and we have 120 teachers representing every building in the district being trained by the Ohio Stem Learning Network in PBL in August 2016. Middle school teachers received PBL training in 2014-2015. Our assumption is that our teachers will be well-versed in best practices of PBL that incorporates the 21st century skills and the ISTE standards and they will be able to utilize the flexible learning space, technology tools and virtual resources we provide them through the redesigned library spaces to implement these best practices. Our assumption is that we have provided teachers with the philosophy of teaching through interdisciplinary, PBL units, and if we also provide them the tools and space for collaborative learning our student engagement and achievement will increase.

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 W-E School of Innovation (SOI) opened in August 2015 as a platform school serving 225 students in grades 3-5 to showcase project-based learning and interdisciplinary teaching. As a platform school, the goal was to replicate the teaching methodologies in other schools. As predicted, the project prepared more technologically literate teachers whose use of technology in instruction, collaborative learning spaces and hands-on inquiry learning for students created engaged learning activities that transferred to increased student achievement. By creating flexible, multi-functional learning commons in our middle schools, we can replicate this success. An evaluation of the school conducted by Batelle for Kids using MAP data and survey data assessed student engagement in learning activities and the use of technology, academic achievement using MAP data, and 21st century skills through STEM engagement. The positive results support the implementation of flexible learning commons in other schools. Perception data measured student engagement on scales with five options. The learning activities that correlated with 21st century skills (collaboration, communication and technology) received the highest percentage of engagement and were measured on scales from "I don't like it at all" to "I like it a lot." 84.47% of students liked using computers, 81.19% liked using the makerspace tools for design, 74.43% preferred design challenges and 31.19% preferred making

presentations in class as compared to paper/pencil tasks, and 46.76% preferred (liked it a lot) working in groups compared to 18.35% who preferred working alone. 45.62% preferred (liked a lot) completing culminating capstone projects instead of traditional tests. Parents were asked to provide open-ended comments regarding the collaborative approach to learning at the school. Responses included: "My child is so excited to share with me things they've learned or projects they've done. The critical thinking that is encouraged is excellent!" "The 'new' way of teaching is a better method than book learning - more involvement and hands-on teaching keeps the students more focused and absorbing the material being taught." "All of the technology - the teaching at each level of the student, and the real-world groups of collaboration" are a strength. Among parent responses were high percentages of Strongly Agree for "Classes that challenge my child to think and solve problems" and "My child has a chance to be independent at this school." The summative evaluation question, "Did student achievement increase for students?" was answered with an analysis of MAP data. According to the BFK report, "Results from fall 2015 and winter 2016 show that SOI students demonstrate higher level of achievement across all grades and subjects than do students in other Willoughby-Eastlake elementary schools." Student achievement and perception data from the implementation of a creative, collaborative, flexible learning environment at SOI is indication that our early efforts of improving student achievement in the district are working and the assumption is that we can replicate this success in our other schools if given the resources to redesign libraries into flexible learning commons. A literature review of research reviewing the changing role of the academic library into a learning commons as the most appropriate environment for student learning is extensive. "We have reawakened to the fact that libraries are fundamentally about people - how they learn, how they use information, and how they participate in the life of a community." (Demas 2005, p. 25). This supports the statement of our project goal that we need to transform libraries into vibrant learning environments focused on students and not on library operations or on shelves lined with seldom used books. Research and our district experience with data supports the Flip this Library project as a viable and necessary transformation for learning.

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).

The MAP Student Growth Summary Report will reflect student growth in reading, language usage and math. Data will show the percentage of students by grade level who meet or exceed their projected growth target based on the fall benchmark assessments. Student/teacher perception surveys in the fall and spring will evaluate whether the innovative instructional approaches and use of the resources created an engagement change in each school by assessing the six ISTE standards. Evidence of student achievement will be assessed in four of the ISTE areas based on performance tasks. Students complete one project per semester that demonstrates mastery of Creativity and Innovation; Communication and Collaboration; Critical Thinking, Problem Solving and Decision Making; and Digital Citizenship skills. Performance tasks will be assessed using rubrics, portfolios and presentations/demonstrations using multi-media and resources in the learning commons.

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

Student achievement will be measured using student performance in reading, language usage and mathematics on the MAP benchmark assessments in grades 6, 7 and 8. In Year 1 of the Flip this Library grant, Fall 2017 MAP baseline data from the Student Growth Summary Report will be used to establish growth targets to measure student achievement in Spring 2018. MAP data will be collected during the fall and spring of each subsequent year of the grant providing trend data. Student assessment data from the performance tasks will be maintained each year to indicate student success on the various project formats and analyzed to show levels of mastery of ISTE standards. Baseline data from the fall 2017 surveys will be used for year 1, but will also serve as a baseline data for subsequent years to see if over the course of the grant there is less change from fall to spring each year because the cumulative effects of engagement in the 21st century skills carries over from year to year.

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

The implementation of a large scale project is expected to be challenging. If we successfully shift current practices by actively engaging our staff, unintended consequences may still emerge. "Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences." (Temperley, 2008) By reviewing relevant data and discussing expected outcomes with all stakeholders, including students, we will respond by assessing the level of implementation and redirect efforts to ensure success. If the student growth measures fall short of projections, or engagement and skill level with the ISTE standards is low, we will need to analyze potential reasons. Possible implications would be, are students connected to certain grade levels and teachers achieving at higher rates than others? That would indicate a need to address the instructional methods and performance task assignments in lower performing classes/groups of students and review the usage of the learning commons resources by the staff and students. If we find that performance is inconsistent across grade levels or content areas, we may need to adjust the focus to concentrate on professional development efforts with teams of teachers in small groups to focus their work with students, using successful teacher teams from the School of Innovation or other successful grade levels to model and provide assistance. Critical to the success of the project is the teacher's influence in connecting students to relevant performance tasks that incorporate the 21st century learning skills while utilizing the flexible learning space. Revision and refinements will be made based on preliminary data and observations of learning commons usage.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

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

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

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

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measureable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

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

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

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

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

999,486.00 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.

Eastlake Middle School's library requires renovation of 1,826 square feet at \$95/sq foot for a total of \$173,470 which includes structural changes and furnishings. Purchases of 32 Chromebooks, one charging cart, and licensing and imaging fees are \$10,858. A Nureva Span Projector costs \$7,700 and 5 Dell 55" monitors for collaborative workstations at \$850 each costs \$4,250 for a total budget of \$196,278.00. Willowick Middle School's library requires renovation of 3,000 square feet at \$95/sq foot for a total of \$285,000 which includes structural changes and furnishings. Purchases of 32 Chromebooks, one charging cart, and licensing and imaging fees are \$10,858. A Nureva Span Projector costs \$7,700 and 5 Dell 55" monitors for collaborative workstations at \$850 each costs \$4,250 for a total budget of \$196,278.00. The current South High School library (Willoughby Middle School will relocate to the SHS property so this project ensures that all three middle schools will have the flexible learning spaces) requires renovation of 6,075 square feet at \$80/sq foot for a total of \$486,000 which includes structural changes and furnishings. SHS renovation costs are lower per square foot because recent renovations in that building space have been taken into account and not as much structural work needs to be done. Purchases for SHS/WMS library include a Nureva Span Projector at \$7,700, and two Dell 55" monitors for collaborative workstations at \$850 each. Additional Chromebooks and monitors for the SHS/WMS library have already been purchased for that building using the general fund technology budget so those items will be relocated to the library space upon renovation. Existing computers and projectors in the libraries will remain. Square footage costs provided by ThenDesign Architects in Willoughby OH. Total budget: \$999,486.00. Cost for architect services, \$60,000, are factored into the five-year forecast based on other contracted services and not a grant expense.

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.

There is no anticipated ongoing spending needs after the Grant Year of the project for Years 1 through 5. The technology purchased has a life span longer than the term of the grant and therefore replacement costs are not necessary. Any unforeseen technology repairs would be part of the already allocated annual technology department budget for equipment maintenance. Professional development for staff on incorporating 21st century skills and the ISTE standards into instruction and performance tasks will take place during the district's three waiver days for professional development and during building instructional meetings, therefore stipends are not required.

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.

The grant does not include a cost saving component.

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.

The grant does not require a direct reallocation of funds. Sustainability will occur because the renovated space, furnishings and technology costs are covered by the grant and do not require any future purchases. The required evaluation is being completed internally by a district administrator as part of her required duties and does not require any outside contract, supplementals or stipends. Any ongoing professional development will be conducted by district personnel during building instructional meetings required for teachers by contract, and during professional development waiver days. Any unforeseen technology issues, such as a repair requirement, would be covered by the technology department's annual budget that is already included in the five-year forecast.

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 -December 2016

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

Straight A Funds received. District implementation team meets with the architects to outline the initial renovation project concept. Focus group meetings will be held with staff from Eastlake Middle, Willowick Middle, Willoughby Middle and South High School. Using a Design Envisioning process developed by ThenDesign Architects (TDA) and used in previous building projects, TDA will gather input from the staff and develop preliminary drawings and specifications for the library spaces. Simultaneously, the district team will contact vendors and obtain quotes for the technology equipment. The curriculum and pupil services department will begin collaborating to develop a series of PowerPoint presentations and/or instructional videos. These instructional materials will be used at the November 2016 Waiver Day and during building instructional meetings in order to begin sharing with the staff the planned rollout of the Flip the Library project. Also included in this professional development effort will be the technology integration specialist and the librarians. The initial outline for the presentations will be developed and centered around the Flip the Library concept, goals and evaluation criteria. The District's Director of Operations, working in conjunction with ThenDesign Architects (TDA), will complete the bid package and open up the public bid process. Once the bid process is complete, acceptance of the contractor will be placed on the Board agenda for approval. A meeting will be held with the furniture vendor to begin outlining the furniture needs and room layouts.

22. Implementation (grant funded start-up activities)

a. Date Range January - April 2017

b. Scope of activities - include all specific completion benchmarks

Construction begins in December and we begin placing orders for technology purchases and furniture. As construction progresses, the

transition plan will need to be developed and revised as needed to include temporary swing space in each building while renovations occur. Weekly construction meetings will take place to ensure that the project is moving on schedule. Develop and present professional development modules that focus on research that supports collaborative learning, how to utilize multi-functional learning commons, incorporation of 21st century skills and ISTE standards in instruction and student work, and performance tasks and assessment. All presentation modules will be available online for teacher access at any time. Finalize all spending and installation of equipment and furnishings. Library staff begins work on weeding books that are not utilized as per circulation data from InfOhio and returning library resources that are being kept to the new space. Train staff on Nureva Span Projector. Continually update website and social media accounts with narrative/visual blogs of project process. Plan for grand openings in August!

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

a. Date Range April - June 2017

b. Scope of activities - include all specific completion benchmarks

To ensure sustainability, we will continue the evaluation plan as outlined for Years 2 - 5 and make any adjustments needed based on the results for continued success. We will host principal's meetings on-site to ensure that all building leaders have a chance to see the space and hear from staff who were integral to the implementation share their experiences and begin outlining how this can be replicated in their buildings. During Years 2 - 5, we will continue to provide professional development support to the staffs as needed. During these PD sessions, we will review successes, identifying challenges or roadblocks, and develop a corrective action plan if needed. Part of that work will be to share the performance tasks developed via a shared Google folder with all the buildings so that they can be used by any teacher in the district. Communication about the project will be shared via several means. We will post summary documents outlining the project goals and show the chronological progress of the implementation process during the Grant Year on our website via narrative and visual (photos/videos) blogs. In addition, if the State of Ohio holds a Straight A Grant Fair as they did in the winter of 2015 for awardees, we will secure a booth to display a summary of the project for the Ohio districts who attend. We will offer to host the Lake County ESC superintendent and county administrative meetings/retreat onsite in our district to showcase the learning commons, share the success of the project and provide suggestions for replication in the other county districts. We will use our social media accounts, such as Twitter, Instagram and Facebook, to highlight accomplishments throughout the Grant Year and implementation.

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:

The W-E City Schools expects the impact of this grant to be a shift in instructional practices that will permeate throughout the district, not just in the schools directly affected in this grant, through teacher modeling and sharing. The pedagogical approach and learning commons design will allow the schools to experience a metamorphosis as effective instructional practices move beyond textbook teaching to fully embrace 21st century skills. The lasting impact will be empowered students who are in command of how they acquire knowledge, how they participate in experiential learning and how they incorporate the social component of learning. As a result of learning to work in a more collaborative environment, students experience and gain skills that will enable their successful transition to college and the workplace. Specifically, students will experience a change in behavior that results in them demonstrating creative thinking, utilizing digital media and environments to communicate and work collaboratively, and be better prepared to gather, evaluate and use information. Students will demonstrate personal responsibility for lifelong learning and exhibit leadership. More robust discussions regarding the standards will be commonplace as the teachers begin meshing the 21st century skills and workforce skills with the grade level indicators to pair appropriate instructional methods with performance based objectives. Teachers will be comfortable and competent with technology equipment in order to implement at the point of instruction, but more importantly, engage the students to use it during their collaborative work groups and in their performance tasks. Effective teaching challenges students to be innovative problem solvers, whereas they have primarily been the passive recipients of information, and they will need to learn to identify and use a variety of strategies to accommodate their learning styles, interests and goals.

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:

The evaluation of this project will be completed internally by our Coordinator of Secondary Curriculum, Testing and Accountability (a WECS district administrator), Jen Chauby. Mrs. Chauby is an experienced high school administrator who is joining the curriculum department in August 2016. She will be available at Willoughby-Eastlake City School District 37047 Ridge Road, Willoughby OH 44094. 440-975-2190 and via email: jen.chauby@weschools.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.

The purpose and scope of the project evaluation is to determine to the extent to which the project leads to increased student achievement and an increase in the use of 21st century learning skills and the International Society for Technology in Education (ISTE) standards in student work. Student achievement will be measured via Measure of Academic Progress (MAP) scores based on annual fall and spring data. MAP assessments are administered three times per year in the fall, winter and spring. Baseline data from the year prior to grant implementation will be referenced as well as baseline data from the fall of 2017 from Year 1 of the grant. Survey data to measure perceptions and implementation of the 21st century skills and technology standards will be available twice per year. Informal mid-year formative data will be collected via a survey to solicit from teachers any feedback regarding support they need to ensure effective utilization of the learning commons and technology and the integration of the skills and standards in their lessons and performance tasks. The district will use a mixed methods evaluation design to address the formative questions through the student and teacher surveys, structured interviews and focus groups. The summative evaluation questions will be addressed by conducting an analysis of the MAP data and Student Growth Summary Reports and the results of the semester Performance Tasks. The interim evaluation report based on the formative data will be completed in February 2018, and the end-of-the-year summative data based on the MAP data will be completed in June 2018 following the Year 1 implementation. The purpose and scope of the project evaluation will be uploaded in the Compliance Portal of the CCIP. Results of the project will be shared via several means. We will post summary documents outlining the project goals and show the chronological progress of the implementation process during the Grant Year on our website via narrative and visual (photos/videos) blogs. In addition, if the State of Ohio holds a Straight A Grant Fair as they did in the winter of 2015 for awardees, we will secure a booth to display a summary of the project for the Ohio districts who attend. We will offer to host the Lake County ESC superintendent and county administrative meetings/retreat onsite in our district to showcase the learning commons, share the success of the project and provide suggestions for replication in the other county districts. In addition, we will use our social media accounts, such as Twitter, Instagram and Facebook, to highlight accomplishments throughout the Grant Year and implementation.

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.

This project can be replicated in the district and in other schools. There are two key elements to this project, the rethinking of how to design and use physical space to create a more collaborative learning environment, and the implementation of instructional strategies and student work that incorporate sound educational practices based on the 21st century learning skills and technology standards. These initiatives are supported by ODE because they lend themselves to being innovative and provide an increased focus on active student engagement for college and career preparedness. This project will serve as a model for abandoning the old model for libraries and provide students access to more digital resources and encourage learning with others instead of in isolation. If a district did not have the funds to do a full scale renovation, they could gain from our experience a model for how teachers and students share space more effectively rather than using a library just for checking out books and working on quiet research projects. Libraries should be a hub of learning, spotlighting people working together and any district can adopt that philosophy and redefine space to enable that to happen. The concept lends itself to using library and classroom space as shared space instead of "my classroom" or "my library." Secondly, this generation of students is begging for more social interaction; they are creative and they are digital natives. Everyone can glean from our teaching and performance task assessments how to capitalize on student's creativity and the value of performing to demonstrate learning rather than using traditional paper/pencil tasks. Lastly, the curriculum director has a background in marketing and PR and is in a unique position to write and produce articles for print or web publications about this project. As a member of the Ohio School Public Relations Association, she can propose a breakout session for their annual conference.

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).

Gina Kevern, Director of Curriculum, Instruction and Assessment, Willoughby-Eastlake City School District. Steve Thompson, Superintendent, Willoughby-Eastlake City School District.

Sections 

Consortium Contacts

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

Partnerships

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

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

Implementation Team

Willoughby-Eastlake City (045104) - Lake 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
Eileen	Bowers	Director of Pupil Services	Mrs. Bowers will be responsible for working with the staff on determining their professional development needs in order to successfully execute the grant goals as they pertain to incorporating 21st century skills into performance tasks. She will help develop the survey instruments as we assess student and staff perception of the inclusion of ISTE standards into instruction and assessment.	Mrs. Bowers has 26 years of experience in education and brings to the team strong skills in determining the most effective approaches to differentiated instruction. She is a published author of Practical Strategies for Middle School Inclusion, taught Applied Behavior Analysis and developed co-teaching partnerships. This background, coupled with the experience she has directing the district's special education programming, managing central registration, directing related services for students and ensuring an integration of best teaching practices with curriculum development, will enable her to be in a leadership role with building administrators and staff as we move forward with implementation of this project.	Mrs. Bowers was the chief architect of the co-teaching model in the school district which is now district-wide practice. She opened up vocational opportunities to special needs students that will lead to competitive employment upon graduation by seeking out and partnering with service providers. The district is unique in that it provides vocational training for special needs students in grades 9 and 10 which was previously limited to 11th and 12th graders. She successfully implemented a blended learning environment for special needs high school students for students who have previously been unsuccessful in a traditional high school environment. As a result, these students are graduating on time and are poised to be in a position to obtain competitive employment. All of these successes will be invaluable as we change practices in the middle schools to ensure that our students are engaged in higher level 21st century skills.	Bachelor of Science in Education; Master's of Administration	10	
Gina	Kevern	Director of Curriculum, Instruction and Assessment	Ms. Kevern will be responsible for overseeing the implementation of the grant and coordinate all tasks with the district level team and the building level administrators. She will manage the budget and all	With 23 years of experience in public school districts, including 17 as an administrator, Ms. Kevern has been responsible for being the instructional leader of buildings as a principal, and has been the Director of	Ms. Kevern authored, was awarded and successfully implemented a Straight A Grant in the amount of \$578,355 to start-up the School of Innovation, a platform STEM school for grades 3-12 in Willoughby-Eastlake. The school serves as a model for project-based	Bachelor of Arts degree in Communications from the University of North Florida; Master of Arts in Education from Kent State University	20	

			<p>purchasing of equipment. Ms. Kevern's curriculum staff will be responsible for collecting, analyzing and reporting the evaluation data. She will be responsible for any professional development needed and any curriculum or assessment decisions.</p>	<p>Curriculum, Instruction and Assessment for two school districts. She is in her third year as a central office administrator for the Willoughby-Eastlake City School District. Prior to being an educator, Ms. Kevern served as the Director of Small Business Services for the nation's largest chamber of commerce so she also brings with her extensive experience managing large scale projects and budgets. In addition, Ms. Kevern's background includes public relations and marketing. Ms. Kevern has her superintendent's license.</p>	<p>and collaborative learning in the district. As part of the school, she designed a fabrication lab and ensured that two teachers became FAB Academy certified instructors through the Massachusetts Institute of Technology, the only two elementary certified teachers in Ohio. She authored, was awarded and successfully implemented two ARRA Title II-D Technology Grants for \$472,000 in a different district. The grant infused technology, interdisciplinary and inquiry-based science learning into a middle school and a high school featuring one-to-one technology, ePortfolios and project-based learning into daily instruction based on 21st century skills. She also received and implemented a Flexible Technology Grant that increased the use of digital technologies and universally designed units in the classroom and participated in action research on the impact of flexible technologies in the classrooms. She wrote and implemented two Ohio Reads grants for \$60,000 each. Her experience as a building level and district level administrator includes school design, budgeting, curriculum development, professional development, public relations and human resources.</p>			
Patrick	McKinney	Director of Technology	<p>Mr. McKinney will be responsible for all decisions regarding technology purchases and implementation related to the grant. He will also be responsible for coordinating with</p>	<p>Mr. McKinney is in his third year as the Director of Technology for the Willoughby-Eastlake School District. He has 14 years of experience in instructional technology and systems integration.</p>	<p>Mr. McKinney has been responsible for designing and managing any technology upgrades in the district. He was instrumental in the outfitting of the STEM school with technology for both staff and students, and was the</p>	<p>Bachelor and Master's of Business Administration; Microsoft Certified Systems Engineer</p>	10	

the curriculum department, the technology integration specialist and the principals so ensure that staff are adequately trained on any equipment purchased to be used by staff and students. He will work with the vendors, oversee the quotes, purchasing and installation of any equipment. In addition, he will be the liaison with the Director of Operations and the architectural firm to oversee renovations of the learning space.

Mr. McKinney's areas of expertise includes project management, systems administration, technology integration, networking and budgeting. He successfully eliminated data connection costs through cooperative efforts with city government, and designed and implemented networking systems in higher education and K-12 systems.

chief designer for the development of the fabrication lab in the STEM school, and the purchasing of equipment, installation and training for the fabrication lab. He works seamlessly with the curriculum department as we integrate technology at the point of instruction. He manages professional development for any technology implementation.