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Adjusted Allocation 0.00

Remaining -707,400.00
Applications
Barberton City (043539) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (196)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Personalization and Performance as Learning

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Personalization and Performance as Learning project will bring individualized competency-based, inquiry-based learning and student performance tasks into our middle school and high school classrooms through embedded professional development and student access to technology. There will be an increase in student achievement due to student engagement in high-interest and complex performance assignments and financial savings to the district through attainment of student computing devices. The project will bring additional resources into the classroom through increased teacher efficacy in the area of performance assessment, student achievement through competency-based pathways and by having adequate technology to personalize instruction for all students that will ultimately result in greater college attendance rates for Barberton High graduates and for greater success in their post-secondary educational experience.

3. Total Students Impacted:

2400 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Patricia Cleary
Organizational name of lead applicant: Barberton City School District
Unique Identifier (RNN/Fed Tax ID): 043539
Address of lead applicant: 479 Norton Ave., Barberton OH 44321
Phone Number of lead applicant: 330-753-1025 ext. 13132
Email Address of lead applicant: pcleary@barbertonschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (RNN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RNN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

Dr. Hal Foster, University of Akron, College of Education, ID # 607-0462, hmf@uakron.edu Dr. Joe DiMartino, Center for Secondary School Redesign, ID # 607-0432, josemarino@cssr.us Dr. Matt Deavers, Summit Education Initiative, ID # 607-0077, mdeavers@seisummit.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

BCSD personnel responsible for implementation of the project: Building Leadership Teams (BLT) at Barberton Middle School and Barberton High School, which include the building principals and teacher representatives at all grade levels; classroom teachers in grades 7-10, Patricia Cleary, Superintendent; Dr. Shelly Habegger, Director of Curriculum; Phil Hodanbosi, academic coach; Michelle Gasser, technology coach. Teachers and administrators in both buildings have implemented numerous state and private competitive grants in the past, including eTech grants, Formative Assessment Middle School (FAMS) grant (through Race to the Top). The teachers in grades 7-10 currently have PD time each week with the academic coaches; they have developed curriculum, created formative assessments, earned technology integration strategies and developed student-led conferences (grades 9 & 10). Dr. Harold Foster Distinguished Professor of English Education from The University of Akron will be responsible for scheduling pre-service teachers from the College of Education to assist BCSD teachers to implement the project in BHS and BMS classrooms. Dr. Foster and Dr. Brad McGuth, Professor of Social Studies Education have been working collaboratively with the BCSD staff for three years. Drs. Foster and McGuth actually teach their university classes at BHS and their college students experience authentic learning as they are immersed in a real high school setting. This University of Akron was awarded the National Aspire Grant grant this fall from AT&T for $25,000 based on the innovation and excellence of the collaborative program. The grant funds will be allocated solely to the BCSD and University of Akron program. The Center for Secondary School Redesign (CSSR) will provide two facilitators to lead the PD in personalized and performance-based instruction. Dr. Joe DiMartino, the executive director of CSSR will be responsible for implementing the PD. CSSR has been providing professional development for the New England Network for Personalization and Performance and has provided substantial professional development in high schools in New Hampshire where the State has mandated that course credit can no longer be based on seat time. It will be used to support the project.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership
11. Describe the innovative project.

The Personalization and Performance as Learning project will address the problem of limited performance-based teaching in middle school and high school instruction in Barberton City School District (BCSD). Throughout the five-year period, innovative professional development during the school day, teachers will learn how to use the Common Core State Standards in an inquiry-based format in order to better engage students in meaningful, relevant and high level instruction. Professional development will be provided by the Center for Secondary School Redesign (CSSR) under the direction of Joe DiMartino, the founder of CSSR, that builds on work developed at Brown University. This project will allow students access to 1:1 computing every day in order to personalize their assignments, conduct research, gather data, and perform authentic assessments as part of their college and career ready learning. With the infusing of Common Core State and authentic assessments in students' performance tasks, this project will provide teachers to use performance tasks as a regular teaching strategy will increase student achievement. Using the Common Core Standards, we will identify specific course level competencies in each core course that will need to be met in order to earn credit. Technology will be used to assist students to master these competencies. Personalized instruction will occur when students use technology to branch out on their own inquiry based project, or be part of a student team in which each member of a group has a different task that must be performed in order to solve a problem. Professional development will be provided by CSSR to teachers in grades 7-10 and our in-house academic coaches during their team planning time, and then extend this PD in June to teachers in grades 5-6 and 11-12. In June, Barberton will have a three-day institute of professional development surrounding personalization and performance learning. Teachers in grades 7-10 will assist CSSR by showing other teachers examples, how to better increase student achievement and identify which students need intervention and assistance in order to succeed. Professional development in the use of student technology will be provided in an ongoing manner by our district technology coach, who helps teachers throughout the school day and provides PD in an after school Tech Institute. This resource will enable teachers to learn how technology can enhance their daily lessons and student projects. Ultimately, students will show competency through performance, not just end of the year exams, which will better prepare them for post-secondary learning.

12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student Achievement – BCSD currently receives Title I, Race to the Top and School Improvement funds. These grants have funded academic and technology coaches who provide PD during the school day, after school and during the summer to teachers. The PD has included formative assessment strategies, technology-based instructional strategies, Common Core State Standards curriculum development, and the 5-Step Process for Teacher Based Teams. The PD sessions are well received and well-attended. The Personalization and Performance as Learning project will enable the BCSD coaches to team with CSSR’s PD coaches to continue to move the district of U of A-pre-service teachers forward by including the performance task approach to personalized instruction. BCSD has been using the Ohio Improvement Plan (OIP) since 2008, and was in the first cohort of districts to participate in SPDG, Ohio’s grant to implement OIP throughout the state. The project proposed in this grant is totally aligned to BCSD’s OIP and will complement the other expenditures of the state and federal funds received by the district. (Goal: strategy action step 1.1, 1.2, 1.5, 4.2, 1.4) BCSD’s demographics show that 71% of students are economically disadvantaged, yet scored an A in the overall student growth measure received on the 2013 State Report Card. We believe this shows that our PD has been effective and will continue to drive student achievement upward. However, BCSD’s grade for test indicators met was a D. This indicates that BCSD must increase the rigor of instruction and raise expectations for students in order for this grant to be successful. The innovative structure of this project will take the district to the next level of exemplary teachers to be ready for critical and creative thinking. The innovative structure of this project will take the district to the next level of exemplary teachers to be ready for critical and creative thinking. The innovative structure of this project will take the district to the next level of exemplary teachers to be ready for critical and creative thinking. Spending reductions – BCSD can save money on future technology purchases over the next five years if this grant is obtained. This will save the district $35,000.00. The technology will also allow savings in future textbook and other print materials for classroom use. The PD received by teachers and coaches will be shared with educators throughout BCSD and the University of Akron and will be sustained by BCSD’s in-house academic and technology coaches. Utilization of a greater share of resources in the classroom – Classroom teachers will have more encouragement and intervention strategies in their "tool box" to reach the needs of all students, whether they are gifted, disabled, or those learning the use of outside service providers. The BCSD has 21st Century Learning grants to fund the strategic goals and action steps along with many other state grants. This project will fit well into Barberton's Ohio Improvement Plan and it will be monitored by the District Leadership Team using the IMM tool. The sharing strategies that enhanced student engagement and student achievement because it will allow students to work on assignments that will interest and motivate them, and they will be able to work at their individual level. Technology will allow them to complete research and other learning tasks efficiently, and will give students practice in computer applications and functions at the same time. All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

13. Financial Data Management - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget
b. Upload the Straight A Financial Impact Template formatting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

NA

14. What is the total cost for implementing the innovative project?

707,400.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The cost for this project is $707,400. 7 Professional development provided by CSSR, 18 days x $1200 per day (2 instructors) and estimated travel expenses = $55,600 (PD purchased service) * Stipends for up to 6 “academic coaches,” $35,000 x 6 = $210,000 * Books for up to 6 “academic coaches,” teachers’ salaries = $35,000 x 6 = $210,000 (3 new textbooks to each classroom, 1200 devices, plus charge book supplies) * $35,000 instructional supplies) * Data collection and program evaluation performed by Summit Boarding School $3000 (support purchased service) Other funds that support the project: Title I, academic coaches - $101,000, Title I School Improvement, academic coaches - $110,000, Race to the Top - academic coaches – $35,000 BCSD previously received grants from the Barberton Community Foundation and the Barberton Community Development Corporation. These grants have helped reduce the number of devices needed by this grant request to give Barberton Middle School and Barberton High School Title I 1:1 capability. With 2400 students in these buildings, that will still leave 500 devices needed; we will continue to compete for additional grants to achieve our long-term goal. Title I, School Improvement and Race to the Top have funded three academic/technology coaches and previous teacher PD. The coaches deliver embedded PD on best-practice instruction, including all required PD for Race to the Top; Common Core, SPDG, OIP, Title I, and blaming PD. These coaches will work side-by-side with BCSD teachers during PD offerings in order to sustain and reinforce the training into the future with ongoing support and services. Other funds that support the project: Title I, Academic/technology coaches - $101,000, Title I School Improvement, Academic coaches - $110,000, Race to the Top - Academic coaches – $35,000 This grant does not include PD or technology for K-4; the Director of Curriculum will submit a Straight A Grant that addressed the elementary needs

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

BCSD does not anticipate new or recurring costs in order to continue the project. The professional development through CSSR will not need to be repeated. Our internal academic coaches and teachers will expand further as the coaches are paid by Title I funds. Technology project does not need ongoing costs associated with the project. Successful implementation will depend on the sustained commitment of BCSD’s administration. Spending reductions will be part of our current technology maintenance expenses. BCSD is fortunate to have a Career Tech program in computer technology in which students, under the direction of the teacher, maintain much of the present technology in the district. BCSD also employs adult technology experts for more sophisticated technology problems.

16. Are there expected savings that may result from the implementation of the innovative project?

153,600.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

BCSD will see savings of $560,000 because it will not be necessary to spend general fund dollars on student technology devices. This expense was not budgeted in our 5 year forecast, because we could not afford these expenses. These devices are urgently needed, not just for instructional use, but also to facilitate the PARCC assessments that students will be expected to take in 2015. If BCSD cannot attain a 1:1 ratio for students to devices, the district will also save funds on textbook purchases in the future. Current textbooks in math, science, social studies and language arts in the district are approximately six years old. The life-span of a secondary text book is approximately 5-7 years. BCSD replaced all textbooks in math, science, social studies and language arts in grades 5-12 (4600 students) at a rate of $80 per book, the expense would be $768,000 or 153,600 per year for five years. In addition, software and e-books are allowable purchases through Title I funds, so general fund money would not have to absorb software costs

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Our teachers are fully ready to engage in instructional strategies that challenge students and raise the bar of achievement, but they need training and piloted implementation in order to obtain the efficacy to be successful. Once initial professional development has been offered January through May to 50% of teachers in Barberton Middle School and Barberton High School, the PD will be sustained and extended
In the rest of the faculty, by the BCSD academic coaches and teacher leaders previously trained. The three day June institute will kick-off the subsequent PD that will occur during the 2014-2015 school year. By BCSD staff: there will be no further cost to the district, as the coaches are paid through Title I and School Improvement grants. PD to the rest of the staff will be particularly credible because BCSD peer teachers will show examples from their own lessons and their own students. Teachers will often see their colleagues teaching in the next day, and our professional development will be supported by our students each day in our quest to meet student achievement. The technology purchases will be sustainable for at least five years at a savings of $600,000 to the general fund. BCSD will not use general fund for additional purchases of student devices for the next five years. This technology will lessen the need for district purchases of textbooks and other print materials, at an estimated savings of $768,000, or $153,000 over five years. BCSD has on-site tech support that will maintain the technology and keep it in the hands of students. The project purchases will save the district general fund dollars that would have to be budgeted in the future for student devices in order to prepare for the PARCC assessments in 2015.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline

Plan (MM/DD/YYYY): 01/06/14

* Narrative explanation

Communication has already begun with the Barberton Board of Education, BCSD and U of A administrators, teachers (Barberton Education Association) and academic coaches regarding the Personalization and Performance as Learning project. They are aware of our proposed grant application and support its implementation. If awarded the grant, communication will continue with staff members, parents, students and community members. BCSD will explain the goals of the project during the January regular meeting of the Board of Education, articles in the district website, staff and parent emails, and articles in the local newspaper. We will also communicate the project's goals with the BCSD Family and Civic Engagement Council, headed by two Board of Education members. The Superintendent, Director of Curriculum, and building principals will meet with teachers in grades 7-10 to discuss the upcoming PD, answer questions and get input regarding implementation. A possible barrier to this project will be resistance to change by the teachers. In past projects with thirteen schools that was highly successful (New England Network for Personalization and Performance). In past projects, BCSD teachers have been very receptive to new teaching strategies. Race to the Top requirements and the use of technology integration. Planning for purchases of technology will begin January 6, 2014. Bids will be requested from vendors and the technology department will work closely with the related committees (service teachers). Student laptops and mobile devices will be ordered, image, tested, adjusted and provided for student use. Students will receive banking, training on the use and care of the mobile devices. Students and parents will be asked to sign an acceptable use policy for laptops/mobile devices before they will have access to the technology. A possible barrier would be the increased workload on our technology staff. If that occurs, we have an agreement to purchase extra technology hours with a technology outsourcing company, Smart Solutions. These hours for technical support have already been purchased, but not earmarked; therefore there will not be an extra cost to the district. Communication between BCSD, U of A, CSSR and SEI will continue if the grant is received. A tentative implementation, PD and evaluation plan has been discussed as this project has been conceived, and details will be fine-tuned prior to full implementation of the project.

Implementation (MM/DD/YYYY): 1/27/2014

* Narrative explanation

Implementation of the professional development will begin Jan. 27, 28 and 29, 2014. CSSR will train core subject teachers in grades 7-10 and U of A pre-service teachers during their training planning time within the school day. The training will focus on personalization of instruction, performance activities and assessments and technology integration. Academic coaches will be included in the training in order to begin to implement strategies with students. The training will continue on Feb. 25, 26, 27, March 24, 25, April 23, 24, 25, May 12, 13, 14 for teachers in grades 7-10. A possible barrier to this timeline will be inclement weather, so alternative dates will be proposed. The technology coach will offer PD to teachers on using the student devices and how to integrate this technology into daily instruction. She will offer PD during teacher training planning time and in after school technology classes. The tech coach will also be available during the school day to teachers who need individual help in their classrooms. The three-day institute for all teachers in grades 5-12 and U of A pre-service teachers will be scheduled for June, 2014. Lead teachers in grades 7-10, U of A students, academic coaches, Director of Curriculum, Superintendent and CSSR will lead the institute, but the focus will be an exhibition of teacher and student work during the past several months. Teachers in grades 7-10 will share lessons they have piloted Personalization and Performance as Learning with the help of the PBIS and SRIR coaches and the academic coaches. Another possible barrier to successful implementation of this project is that teachers may think they do not have enough planning time to make changes to their instructional strategies. CSSR will also work with building and district leadership teams to create flexible scheduling that allows for greater teacher professional development time next school year and more common planning times between middle school and high school staff. The Superintendent will communicate monthly with the Board of Education, staff, parents and the Family and Civic Engagement Council, with updates on the progress of the BOE presentations, staff and parent emails, and articles posted on the district website, social media and local newspaper. These updates will be written in conjunction with U of A, CSSR and SEI.

Summative evaluation (MM/DD/YYYY): 6/30/14

* Narrative explanation

SEI will make visits throughout the months of January through June, 2014 to observe the project. They will create electronic surveys for all stakeholders, including BCSD staff and students, U of A staff and students and parents to gauge the effectiveness of the project. BCSD and SEI will collect data on formative assessments given by teachers who pilot the project to ascertain if there is any immediate effect on student learning. We will also analyze MAP scores in May and compare them to the MAP scores in September, 2013 and January, 2014 to see if there is a significant rise in student achievement. We will also conduct end of the year final evaluations with classroom and pilot assignments. The Superintendent, Director of Curriculum, Building Leadership Team, U of A, CSSR and SEI will look critically at the evaluation data that is obtained. If predicted outcomes are not seen in the initial implementation of the PD and technology roll-out, unexpected barriers to the project are found, plans will be made to adjust the future implementation to better support the initiative as it goes forward into the 2014-2015 school year. Use of Title I and School Improvement funds will assist us if we have unforeseen expenses for additional PD. At this point, however, we feel that we have adequate capacity through our teacher leaders and academic coaches to support the project without further expense. The Superintendent will report the evaluation results as follows: to the Board of Education, staff, parents, Family and Civic Engagement Council as well as our collaborative partners in the project. The communication will take place in face-to-face meetings, email and website messages and articles in newsletters and the local community newspaper. This project will just be in the initial stages during the 2013-2014 school year. The true evaluation of effectiveness is not expected until teachers and students have an entire school year to implement the personalization and performance practices that this project will bring to BCSD and U of A. We expect to see an increase in student achievement each year going forward, as teachers get more practice with the new teaching strategies, new Common Core Standards and technology integration. Analysis of all test scores, formative, summative and standardized assessment data by the District and Building Leadership Teams and SEI. BCSD will continue to work with SEI to further evaluate this project for at least five years. We will fund SEI’s work after 2014 with Title I grant dollars.

BCSD and the University of Akron expect that teachers will shift instruction toward performance-based assignments for students that will be generated through engagement with the Common Core State Standards. These assessments and their consequent assignments will ensure that students are ready for the complex tasks they will face in college and careers. The expectation will be that rigorous, multi-step, cross-curricular tasks will lead to critical thinking, problem solving and close reading by students. The use of 1:1 technology will allow students to go beyond the bounds of the classroom to answer questions that they will generate in an inquiry-based climate. Students will be able to work individually, at their own pace as well as in cooperative teams to simulate real-life scholarly tasks. The use of 1:1 technology will lead to increased performance and class participation. The use of technology as an accountability tool is essential for performance tasks and end of year final exams. The use of technology in content area instruction will lead to increased depth and broaden student understanding. The use of 1:1 technology will also transform the classroom into a paperless environment, embracing blended learning for all students. Teachers will “flip” their classrooms by providing content that students will read outside of class, and reserve class time for group reflection, cooperative project and teacher interaction. Students will learn to share ideas, information and completed tasks with other students and teachers through Moodle, e-portfolios, blogs and e-mail presentations. The use of online formative assessments, such as NWEA MAP, will enable teachers and students to see immediate data and adjust instruction based on the needs of each individual student. Students who wish to pursue advanced coursework will be able to take AP and other courses through software such as Grad Point, iTunes U or the Kahn Academy. An outcome of this change in instruction will ultimately be an Exhibition Showcase for student work at the end of tenth grade, and again upon graduation from high school. Students will share extended projects with students, parents and the community through presentations, community service projects and written works. Since Ohio is a state that recognizes competency mastery in place of state time for high school credit (Credit Flexibility), students will have opportunities to move on to higher level coursework, including post-secondary work, at a faster rate. In June, the provided PD by CSSR will be extended to high school teachers in grades 9-12 at BCSD and U of A students who train at Barborton. Teachers will have the ability to discuss strategies in their teacher-based teams and select samples to determine if their teaching strategies have been effective. CSSR will also provide guidance if schedule changes are indicated in order to better accommodate student needs. The hope is that this model can be further offered to other area school districts and charter schools by the BCSD and University of Akron teachers through a future Barborton Professional Development Center, in the likeness of the Francis W. Parker Charter Essential School in Devens, Massachusetts.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Using ideas suggested by Ted Sizer’s College of Essential Schools, members of the New York Performance Consortium report past success using the same approach as the Personalization and Performance as Learning project. The New York Performance Consortium’s College Performance Study: http://performanceassessment.org/consequences/collegeperformancestudy.pdf relates college success rates for various forms of students who have been exposed to performance strategies, student choice and inquiry-based learning. Downloaded with this grant proposal are two reports from the State of New Hampshire describing technology-based learning and mastery learning entitled, Re-Engineering Information Technology: Design Considerations for Competency Education and Necessary for Success: Building Mastery of World-Class Skills. These publications give further research and support the competency-based model of instruction. With the help of CSSR, BCSD will take advantage of
Innovations that have demonstrated positive results for increasing college going rates and college success and combine that with the proven benefits of creating competency-based, "move on when ready" initiatives in a number of middle and high schools in New England. Demonstrating mastery of competencies will take advantage of performance assessment practices generated by the Ohio Department of Education.

21. Is this project able to be replicated in other districts in Ohio?

[ ] Yes
[ ] No

22. If so, how?

This project can easily be replicated in other districts if the administration and teaching staff are willing to change the traditional culture of secondary schools and consider the idea of competency-based assessments and course credits. BCSD hopes to develop, in the future, the Barberton Professional Development Center in which BCSD and U of A staff can train teachers in other districts using the strategies that have been created through this project. Districts must have the technical capacity for Wi-Fi Internet access, adequate bandwidth and server storage for 1:1 computing. Since BCSD has recently constructed new buildings, we have capacity to introduce more student devices without additional cost to the district. The assumption is that many districts need to increase their technology infrastructure due to the PARCC assessments that begin in 2015, so infrastructure upgrades would be needed regardless of implementing this project. BCSD plans to continue to look for innovative ways to engage students in meaningful, competency-based learning. We will also look for additional grants to increase our technology capacity.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

BCSD predicts a cycle of improvement in student academic achievement by creating a school culture that is more student-centered, has high expectations for cognitive tasks, and teaches "grit" and perseverance which will lead to college and career success. This project will also lead the way if Ohio becomes part of a growing nation-wide movement to replace "seat time" required of the traditional Carnegie unit with a competency-based awarding of high school credits. The competency-based model will allow students to graduate when they have shown mastery, sometimes through performance assessments, in high school coursework. This will allow students to move on to post-secondary work when they are ready to move on, not just relative to how much time they have spent in school. Through 1:1 computing, teachers will be able to personalize instruction for students. Students will use 21st Century skills to solve problems at a more efficient and higher-level manner than traditional paper/pencil/textbook assignments. They will also learn advanced applications and technology generated communications systems that they will need for college and career. For at least five years, BCSD will be able to save costs incurred for print textbook adoptions and student technology purchases. Through the use of common core aligned competencies, inquiry-based instruction and performance tasks, we will be able to engage students in deeper learning experiences. Our ultimate vision is that there will be an annual Student Exhibition of Competency for all tenth and twelfth grade students in which students can really show what they know, not just pass tests.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope that achieve that may not be easily benchmarked.

**Student Achievement - Within five years, we hope to raise standardized test scores, including State of Ohio new assessments, ACT and SAT. We envision that this project will increase the graduation rate at Barberton High School, because students will not be disenfranchised by some of the traditional barriers that currently dissuade students from completing high school, such as Carnegie seat hours, and an impersonal school culture that does not serve the individual needs of all students. We believe that the project will also increase college attendance and retention rates of BCSD graduates, since students will be more prepared for the rigors of post-secondary work and in many cases students will leave BCSD with a number of college credits already earned through post-secondary options and dual credit. Because of the increase in student engagement, we also hope to decrease truancy and discipline referrals at BCSD. Data analysis of these benchmarks will be collected and analyzed by Summit Educational Initiative and shared with all stakeholders. Exposing pre-service teachers to this project will ensure that the next generation of teachers will be ready to fully engage students in high-level learning opportunities. Through the BCSD and University of Akron Collaborative, teachers and pre-service teachers will work cooperatively to learn new strategies and help students master the Common Core State Standards. BCSD students will get more individual attention because they will not only have BCSD teachers to facilitate their learning, but also University of Akron students. Spending reductions - The project will initially save the district $600,000 in expenditures for student mobile devices. Over the next five years, we anticipate a reduction of $768,000 in textbook and materials purchase because of the use of technology (about $153,600 per year). Costs related to software or e-books can be allocated through Title I or private grants; these grants presently cannot be used for textbook purchases. Also, this project will provide initial professional development which can then be replicated for years to come in the district by academic coaches and teacher leaders. The BCSD academic coaches are paid for with Title I and School Improvement funds, not general fund. We also hope to establish a Barberton Professional Development Center, in which our teachers and coaches can teach sessions, at a reasonable tuition, to other area schools and districts in Northeastern Ohio, thus generating a source of income for future initiatives. Utilization of a greater share of resources in the classroom - With this project, we expect to find an increase in teachers' abilities to deliver personalizing instruction and performance-based classroom activities. BCSD students will experience an increase in learned 21st Century Skills, that will include technology skills, cooperative problem solving, and critical thinking aligned to the Common Core State Standards. The increase in student mobile devices will help student access more educational resources and coursework online. U of A pre-service teachers will be better prepared to teach a rigorous, competency-based curriculum. Another outcome of this project will be the creation of the Barberton Professional Development Center. It is our hope that our teachers and academic coaches can train teachers in other districts and universities on strategies that will personalize instruction and engage students in competency-based tasks.

**25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

- Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

- Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

**BCSD plans to evaluate this project in the following ways: 1) surveys created and distributed by Summit Education Initiative which will collect responses of BCSD teachers, students, parents and U of A faculty and students. Teachers in grades 7-10 will be polled to determine the quality and teacher satisfaction of the professional development sessions that will occur January through June, 2014. Teacher surveys will also be given to ascertain the increased efficacy of BCSD teachers and U of A pre-service teachers in their abilities to shift instructional strategies and the increased use of technology after they have tried out these strategies in the classroom. There will also be surveys to track the opinions of students and parents in regard to their increased engagement and satisfaction with the performance-based teaching strategies and use of technology. The surveys will be repeated at the end of the following school year when all teachers in grades 5-12 have been given PD and the PD has been supported by academic coaches during the 2014-2015 school year, and for the next four years. BCSD and Summit Education Initiate (SEI) will track standardized testing data, such as OAA, OGT, and NWEA MAP to check for increased student achievement from 2013 scores to 2014 scores. We will also continue to analyze test data throughout the next five years with the expectation of increased student achievement in core content areas. Graduation rates from Barberton High School in future years will be monitored for an increase. College attendance and retention will be analyzed through the National Clearing House data that is supplied to us through SEI. Finally, Dr. Matt Devers of SEI will submit an evaluation that will address the overall effectiveness of the Personalization and Performance for Learning project in June, 2014, based on onsite visits to the schools, and the above mentioned surveys and data collection. If results from the surveys or the evaluation in June, 2014 show that progress is insufficient, BCSD and its partners in this project will make necessary changes to future professional development or implementation of the project in order to assure success of the program and increased student achievement.

**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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

**PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/orrganization and today's date.

Accept, Patricia Cleary Superintendent, Barberton City School District