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Adjusted Allocation: 0.00
Remaining: -990,000.00
Applicants must 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: Assess for Success: The Magical Journey

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 Assess Towards Success: The Magical Journey Project will show how assessments can be used "as learning" for teachers (a professional curriculum audit will guide purposeful professional development), students (will learn how to create targeted learning goals and foster achievement through student-led conferences) and parents (become skilled home educators). There will be an increase in student achievement as increased rigor of instruction and expectations occur in the classroom, as students take ownership of their learning, and as parents become empowered to help their child facilitate learning at home. The project will bring additional resources in the classroom through increasing teacher efficacy, having the technology to assess students' academic progress and expand learning opportunities in the classroom for our students, and providing technology and workshops for our home educators (our parents).

3786 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Shelly Habegger, PhD
   Organizational name of lead applicant: Barberton City School District
   Unique Identifier (RN/Fed Tax ID): 043539
   Address of lead applicant: 479 Norton Ave., Barberton, Ohio 44203
   Phone number of lead applicant: 3307531025
   Email Address of lead applicant: shabegger@barbertonschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Patricia Cleary
   Organizational name of secondary applicant: Barberton City School District
   Unique Identifier (RN/Fed Tax ID): 043539
   Address of secondary applicant: 479 Norton Ave., Barberton, Ohio 44203
   Phone number of secondary applicant: 3307531025
   Email address of secondary applicant: pcleary@barbertonschools.org

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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Service Providers: Dr. Eugene Linton, Telegeo Center for School Improvement, Ashland University, 410 College Ave., Ashland, OH 44805, 800-882-1505, ejlinton@ashland.edu Dr. Matthew Deevers, Senior Research Associate, Summit Educational Initiative, 520 South Main Street, Suite 2455, Akron, Ohio, 330-535-8833, mdeevers@seasummit.org Dr. Joe DiMartino, Director of Center for Secondary School Redesign, 621 Wakefield St., West Warwick, RI, 401-828-0077, jdimaltino@csaratulindafuline@summitcountyeducationalservicecenter.com 320 Washington Ave., Cuyahoga Falls, OH, 330-945-5600, Lindaf@cybersummit.org

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

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.

   Brand Manager: Shelly Habegger, PhD Director of Curriculum, Barberton City Schools Barberton, Ohio Dr. Habegger has served in the roles of classroom teacher, intervention specialist, administrator and instructional consultant throughout her career. She has presented at local, regional and national conferences. Her research has been publish regarding embedded professional development and positive school culture. She currently serves as the Director of Curriculum for the Barberton City School District where she has been instrumental in introducing modern technologies into the middle school classroom, spearheading the transformation to a Balanced Literacy approach within the ELA classrooms throughout the district and developing an on-going professional development program that is embedded within the school day. Dr. Eugene Linton Director of the Telegeo Center for School Improvement Ashland University 401 College Ave. Ashland, Ohio The Telegeo Center provides on-going support to superintendents, Boards of Education, educators, and other professionals by having a cadre of University and educational professionals to provide consultation and solutions designed to meet the challenges impacting schools and educational systems. These professionals provide expertise designed to provide analysis and deeper understanding of such topics as: educational leadership and management, continuous improvement, 21st century learning, strategic planning, professional development and assessment. They will be conducting the curriculum audit to establish BCSD's strengths and areas needing improvement in teaching the New Learning Standards. Dr. Matthew Deevers Senior Research Associate, Summit Educational Initiative 520 South Main Street, Suite 2455 Akron, Ohio The Summit Educational Initiative forges strategic alliances among education, business, civic, and community leaders that increase the educational aspirations and achievement of all Summit County children. They articulate the major educational challenges facing the county and tracks the progress being made in addressing those challenges by conducting research and publicizing relevant data and findings. They encourage and facilitate collaborations designed to address those educational challenges and develop prototype programs that test and refine strategies for removing barriers to high educational aspirations and achievement. They will be evaluating BCSD’s Straight A Fund grant and possibly providing professional development to the administrators and teachers and parents.

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

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)

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

Barberton City School District (BCSD) wants to aggressively tackle our low student achievement, as seen on our Performance Index (D) & number of students on Reading Improvement and Monitoring plans (88). This grant proposal offers 3 components of innovations to increase student achievement: (1) Use Assessment as Learning, which involves both teachers & students. BCSD has aligned curriculum maps to Ohio’s New Learning Standards K-12 & enacted instructional changes. This grant will be used to implement in our instructional shifts seen in the new standards. After a year of curriculum alignment, we will redefine the instructional shifts necessary for us to achieve student success. BCSD used the Measures of Academic Progress (MAP) this year in grades K-10. Students take a skills-based assessment to determine their current instructional level & the results are immediate. This will empower both teachers and students to use this data to plan instruction & set goals. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements.

C) SUSTAINABILITY

11. Describe the innovative project.

At home, is a game changer. Parents already have the passion to drive their own child’s success, but equipping it with specific skills & tools will allow that passion to aid in true academic advances. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements.

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: This grant includes the 3 major stakeholders in a child’s academic success: the student, parents, and teacher. With all three entities working towards the same goal, student achievement is certain. Academic success is the primary goal of our Ohio Improvement Plan (OIP). This grant encompasses many of the goals, strategies, and action steps defined in BCSD’s OIP, they will be referenced in this proposal. Professional development is requested to increase the rigor of instruction & raise expectations. The curriculum audit will allow us to define our instructional shifts seen in the new standards. After a year of curriculum alignment, we will redefine the instructional shifts necessary for us to achieve student success. BCSD used the Measures of Academic Progress (MAP) this year in grades K-10. Students take a skills-based assessment to determine their current instructional level & the results are immediate. This will empower both teachers and students to use this data to plan instruction & set goals. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements.

13. Financial Documentation - All applicants must exhibit the expected student achievement. Responses should refer to specific information in the financial documents when applicable: a. Enter a project budget

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

990,000.00 * Total project cost

* Provide a 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 budget will be explained in regards to each stakeholder: teacher, student and parent. Teachers: This project will begin with a curriculum audit through the Telego Center of Ashland University. K-12 classrooms will be audited to redefine instructional shifts seen in the new standards. After a year of curriculum alignment, we will redefine the instructional shifts necessary for us to achieve student success. BCSD used the Measures of Academic Progress (MAP) this year in grades K-10. Students take a skills-based assessment to determine their current instructional level & the results are immediate. This will empower both teachers and students to use this data to plan instruction & set goals. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements. We want our students to learn where they are academically & be able to use their instructional data to set goals & make improvements.

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

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

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

This project proposal is designed to have no new/recurrent costs. The majority of the project is for research and design components that will impact student achievement over a long period of time. Therefore, most of the money is spent upfront and BCSD can benefit from its work for years to come. For example, the Telego Center for Educational Improvement at Ashland University will conduct a professional curriculum audit. This event will take place over 8 days, and we will use the data collected and analyzed to make instructional and professional development decisions for years to come. Another major component of the project proposal is for the purchase of technology. Technology is requested to enhance and extend the learning opportunities for both our students and parents. BCSD does not have the funds for the initial capital outlay of equipment. There are no funds set aside for the maintenance or upgrade of technology purchases with this grant. We have included in our budget a “Summer Learning will be back!” in June. This summer’s budget is $66,000.00. The budget includes in week-long technology training. Students will attend a technology workshop so that they can reinforce learning each day within their own homes.

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

1,046,000.00 * 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.). If there are no anticipated savings, please explain why.

This technology requested in this grant is to extend and enhance learning in the classrooms and homes of our students, but we cannot ignore the need for technology for the upcoming state assessments. Within the next 18 months, in the year 2015, our district will need to give 18,390 computer-based assessments during a testing window of May 1 to June 1. We are very concerned about the capability to accomplish this task. The ideal solution for our district would be a 1:1 computing model, throughout our system - a solution would require the purchase of 2,910 computing devices. While we would like to have those ideal numbers, we feel that we can successfully accomplish all of the goals.
19. This grant with the purchase of 1220 devices. This request will allow our elementary students to experience a true 21st century learning environment, while allowing our parents to support our goals within their own homes through our computer loaning program. We believe as a K-12 learning community, K-4 is the foundational base that needs to be sturdy and solid. An uploaded document charts the technology needs for BCSD in executing state assessments. This grant would save the district $610,000 with the purchase of 1220 computing devices. If this grant is obtained, BCSD students and teachers will be able to access technology readily; therefore, will be less dependent on major textbook purchases as there are no less expensive options available on-line. Textbook cycles generally run 5-7 years and we are in year 6 in most core content areas. This is a potential saving of $336,000 ($56 per 1400 students for 4 major content areas). The professional curriculum audit will provide the basis for a strategic professional development plan focused on the actual, not merely perceived, instructional and content needs of the district. Future teacher in-service will be scrutinized accordingly and fiscal savings will be realized as a move toward targeted PD as opposed to spending funds on curricular areas that are not needed, as only targeted PD will be attended by our staff. The vision for the Summer Learning Academy is for it to become a fluid, evolving annual event. This will decrease the need for professional development sessions attended by our staff during the school year that bring along the additional instructional costs. We must engage the purse of not having our content experts doing what they do best - teaching children. The potential saving generated by not needing as many substitute teachers could be $20,000 per year (5 years, $100,000).

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.

There are no new/recurring costs after the grant expires. This is because the majority of the grant is foundational work. This grant offers BCSD the opportunity to design and develop educational opportunities and capabilities that we know are solid. For example, this grant funds professional development in analyzing and using student data to show students to use this data to set academic goals and develop action plans, and how to conduct student led-conferences. Teaching these skills to teachers, then to students and parents will empower all three stakeholders in the academic process. Once these skills are taught, they will be sustained and repeated for years, and potentially generations. As mentioned before, the vision for the Summer Learning Academy is to be an annual event. Its implementation of the MAP Testing program along with the targeted PD that will allow us to react to the results of the curriculum audit will drive our professional learning environments throughout the district for at least the next five years. The implementation of the MAP Testing program along with the targeted PD that will allow us to react to the results of the curriculum audit will drive our professional learning environments throughout the district for at least the next five years.

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 of 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.

Implement (MM/DD/YYYY): 05/01/2014 * Narrative explanation

The curriculum audit conducted by Telego Center for Educational Improvement at Ashland University will be completed in January/February. This audit will guide the professional development design for the Summer Learning Academy. The planning of the Summer Learning Academy will begin January-March 2014. Also, during this time members of the curriculum department and teacher leaders will attend deliberate professional development in preparation of the Summer Learning Academy’s content (i.e., 3-day seminar with Harvey Silver, The Core Six Essential Strategies for Achieving Excellence). Once areas of classroom improvement and curricula are established, the curriculum department will be planning targeted and high-quality professional development sessions to occur at the Summer Learning Academy. This planning will be a great undertaking, this grant funds the ability to seek outside experts and guidance (e.g. Summit County ESC, Summit Education Initiative). Technology will be purchased January/February, allowing for inventory processing, imaging and distribution to occur in March.

In the meantime, a planned rollout of devices will be created with a training session on their proper use and routine care required before allowing their release to teachers. This training will be a requirement before parents are able to loaned out a computing device for instruction at home. This particular session will demonstrate the effective use of the equipment and navigation skills of pre-school aged students. The technology workshop will be a requirement before parents are able to loan out a computing device for instruction at home. This particular session will demonstrate the effective use of the equipment and navigation skills of pre-determined educational websites. To alleviate the childcare issues most parents will encounter, babysitting will be provided by the district during these training sessions. This type of workshop is imperative prior to incur to summer to help many students from experiencing the "summer slide." This is because the majority of the grant is foundational work.

Summative evaluation (MM/DD/YYYY): 08/30/2014 * Narrative explanation

The curriculum audit conducted by Telego Center for Educational Improvement at Ashland University will be completed in January/February. This audit will guide the professional development design for the Summer Learning Academy. The planning of the Summer Learning Academy will begin January-March 2014. Also, during this time members of the curriculum department and teacher leaders will attend deliberate professional development in preparation of the Summer Learning Academy’s content (i.e., 3-day seminar with Harvey Silver, The Core Six Essential Strategies for Achieving Excellence). Once areas of classroom improvement and curricula are established, the curriculum department will be planning targeted and high-quality professional development sessions to occur at the Summer Learning Academy. This planning will be a great undertaking, this grant funds the ability to seek outside experts and guidance (e.g. Summit County ESC, Summit Education Initiative). Technology will be purchased January/February, allowing for inventory processing, imaging and distribution to occur in March.

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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.

Assessment: Learning- Our rationale for the inclusion of an independent curriculum audit is based in the fact our district has never independently established the strengths & weaknesses of our curricular audit conducted by Telego Center for Educational Improvement at Ashland University will be completed in January/February with results provided to the district by end of February 2014. This information gained from the curriculum audit will guide the professional development design for the Summer Learning Academy. The planning of the Summer Learning Academy will begin January-March 2014. Also, during this time members of the curriculum department and teacher leaders will attend deliberate professional development in preparation of the Summer Learning Academy’s content (i.e., 3-day seminar with Harvey Silver, The Core Six Essential Strategies for Achieving Excellence). Once areas of classroom improvement and curricula are established, the curriculum department will be planning targeted and high-quality professional development sessions to occur at the Summer Learning Academy. This planning will be a great undertaking, this grant funds the ability to seek outside experts and guidance (e.g. Summit County ESC, Summit Education Initiative). Technology will be purchased January/February, allowing for inventory processing, imaging and distribution to occur in March. This technology workshop will be a requirement before parents are able to loaned out a computing device for instruction at home. This particular session will demonstrate the effective use of the equipment and navigation skills of pre-determined educational websites. To alleviate the childcare issues most parents will encounter, babysitting will be provided by the district during these training sessions. This type of workshop is imperative prior to incur to summer to help many students from experiencing the "summer slide." This is because the majority of the grant is foundational work.

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

Each portion of this grant will effect positive change within our district. In "Use Assessment As Learning", we will use the independent curriculum audit conducted by the Telego Center for Educational Improvement at Ashland University to determine our curricular strengths and weaknesses along with supplying us with a blueprint for future professional development and an evaluation tool to monitor curricular enhancements. This audit will drive our professional learning environments throughout the district for at least the next five years. As a result of the curriculum audit, teachers will attend targeted, meaningful professional development geared toward increasing student achievement. The implementation of the MAP Testing program along with the targeted PD that will allow us to react to the results of that assessment will guide our instructional practices. This type of resource provides information that has never been available to our teaching staff before this year. In turn, students will be shown how they can be a tool for learning, as students are taught how to create educational goals and action plan from assessment data. Students will become empowered to make informed decisions about their education as they learn they can create and impact their learning. In the "Engaging the Larger Community" portion of the grant desires to expand the educational footprint our district makes in neighboring communities. The development of the Summer Learning Academy provides an avenue to engage, challenge and stimulate our professional capital, our teachers. We desire to provide an educational opportunity for out teaching staff that allows them to showcase their expertise to their peers and also be exposed to new learning strategies presented by their colleagues. Subsequent years will allow the academy expand to become a practical learning platform where neighboring districts can share best practices. The final portion of the grant proposal, "Embracing Parents as Teachers", will involve a true cultural shift within our district. We will be asking parents to become more fully invested in the educational growth of their children while offering them the needed training and technology to accomplish the task. We want to initiate a transition from passive parents toward a larger number of actively involved educational facilitators.
21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

First of all, BCSD grants provide several initiatives, a district could replicate and gain a significant impact within their learning community. It is essential a district establishes its curricular status which is independent of the independent determination of the needs of our stakeholders. The initial expense of this audit ($18,000) is a small price paid in order to target the professional growth of our teachers so that they can continue to hone their craft. The monetary investment will be easily recouped by the savings from offering unnecessary professional development activities from a variety of sources. Even more important, our staff will be exposed to alternative opportunities that they will find engaging and valuable, and be more much apt to adopt within their own classrooms. The audit is a short-term item, it is a district does with the data that makes it meaningful. BCSD will use the audit data to guide professional development activities in the district, development of a teacher-driven Summer Learning Academy where our teachers can focus on the practice of teaching while not facing the daily challenges of working within the classroom. By reaching out to neighboring districts we hope to expand the pool of resources available to our staff while also offering other teachers the opportunity to learn from our experiences. BCSD feel that this collaborative effort will drive long term relationships and the year long sharing of ideas. BCSD feel that this collaborative effort will drive long term relationships and the year long sharing of ideas.

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

Over an extended time frame, we foresee this grant impacting all of the grade levels within our buildings; however, we expect an immediate measurable improvement in the standardized test scores that our students will experience. The PARCC assessment does utilize highly specified and rigorous content for all grade levels. In order to properly assess this data, we will not be able to compare results from previous tests for a true "apples-to-apples" comparison; however, we can compare our current rank within the list of schools that are considered to be similar districts and our rank after the testing occurs in the spring of 2015. We fully expect to raise that rank as our younger students are exposed to technology within their classrooms and expanded learning opportunities within their homes. BCSD will also monitor the children on Reading Improvement and Monitoring Plans (RIMP) since these students are above the average in the community. We would like to see an increase in our effective ranking in Grades 3 and 4. The instructional level is reported as a RIT score. BCSD will use the audit data to guide professional development activities in the district, development of a teacher-driven Summer Learning Academy where our teachers can focus on the practice of teaching while not facing the daily challenges of working within the classroom. By reaching out to neighboring districts we hope to expand the pool of resources available to our staff while also offering other teachers the opportunity to learn from our experiences. BCSD feel that this collaborative effort will drive long term relationships and the year long sharing of ideas.

24. What are the specific benchmarks related to the 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 to achieve that may not be easily benchmarked.

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.**

26. Related projects by other districts in Ohio.

27. Related studies by other districts in Ohio.

28. Where is the school located in the world?

29. What is the school's mission statement?

30. What is the school's vision statement?

31. What is the school's values statement?

32. What is the school's philosophy statement?

33. What is the school's diversity statement?

34. What is the school's sustainability statement?

35. What is the school's social responsibility statement?

36. What is the school's community engagement statement?

37. What is the school's economic development statement?

38. What is the school's cultural heritage statement?

39. What is the school's global education statement?

40. What is the school's health and wellness statement?

41. What is the school's safety statement?

42. What is the school's security statement?

43. What is the school's emergency management statement?

44. What is the school's disaster preparedness statement?

45. What is the school's crisis management statement?

46. What is the school's natural disaster statement?

47. What is the school's human resources statement?

48. What is the school's labor relations statement?

49. What is the school's employee benefits statement?

50. What is the school's employee development statement?

51. What is the school's employee morale statement?

52. What is the school's employee engagement statement?

53. What is the school's employee recognition statement?

54. What is the school's employee communication statement?

55. What is the school's employee training statement?

56. What is the school's employee relations statement?

57. What is the school's employee performance statement?

58. What is the school's employee performance management statement?

59. What is the school's employee performance appraisal statement?

60. What is the school's employee performance improvement statement?

61. What is the school's employee performance feedback statement?

62. What is the school's employee performance coaching statement?

63. What is the school's employee performance counseling statement?

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