

Budget

Barberton City (043539) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (195)

U.S.A.S. Fund #:

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	610,000.00	0.00	0.00	610,000.00
Support Services		0.00	0.00	21,000.00	0.00	0.00	0.00	21,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		251,365.10	49,634.90	30,000.00	0.00	0.00	0.00	331,000.00
Family/Community		0.00	0.00	3,000.00	25,000.00	0.00	0.00	28,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		251,365.10	49,634.90	54,000.00	635,000.00	0.00	0.00	990,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-990,000.00

Application

Barberton City (043539) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (195)

**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: 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 independent 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 (IRN/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 (IRN/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, Telego Center for School Improvement, Ashland University, [redacted], 410 College Ave., Ashland, OH 44805, 800-882-1548, elinton@ashland.edu Dr. Matthew Deevers, Senior Reserch Associate, Summit Educational Initiative, [redacted], 520 South Main Street, Suite 2455, Akron, Ohio, 330-535-8833, mdeevers@seisummit.org Dr. Joe DiMartino, Director of Center for Secondary School Redesign, [redacted], 621 Wakefield St., West Warwick, RI, 401-828-0077, jdimartino@cssr.us Linda Fuline, Superintendent of Summit County Educational Service Center [redacted], 420 Washington Avenue, 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).

\* 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.

Grant 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 published 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 Telego Center for School Improvement Ashland University 401 College Ave. Ashland, Ohio The Telego 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 improving in teaching the New Learning Standards. Dr. Matthew Deevers Senior Reserch 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 develops prototype programs that test and refine strategies for removing barriers to high educational aspiration and achievement. They will evaluate BCSD's Straight A Fund grant and possibly providing professional development to the administrators and teachers and parents. Dr. Joe DiMartino Director of Center for Secondary School Redesign 621 Wakefield St. West Warwick, RI The Center of Secondary School Redesign has done groundbreaking work to significantly improve student performance by providing stakeholders with a clear path, tools, and support for making major changes in practice. This is accomplished through capacity building to support personalization, leadership, and culture change practices; and through enabling the change process by effectively influencing policymaking at the local, state, and federal levels. They will be working with BCSD to provide professional development in developing personalized learning through student-led conferences. Dr. DiMarino has worked with our high school staff before with great success. Linda Fuline Superintendent of Summit County Educational Service Center 420 Washington Avenue Cuyahoga Falls, OH Summit County ESC is dedicated to providing leadership in the areas of staff development, in-service, technological developments, student development, curriculum and instruction development, current educational processes, legal developments, and fiscal developments. They will work with BCSD to help provide high-quality professional development to its administrators and teachers and parents.

**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.

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, for teachers & students, (2) Turning to the larger community-teachers, students, parents, surrounding communities, & (3) Embracing parents as teachers. (1) Use Assessment as Learning, involves both teachers & students. BCSD has aligned curriculum maps to Ohio's New Learning Standards K-12 & engaged staff in meaningful professional develop (PD) around the instructional shifts seen in the new standards. After a year of curriculum alignment, are we teaching to the necessary depth & rigor necessary for our children to be successful? BCSD would like to conduct an independent curriculum audit K-12 to determine the answer to that question. The Telego Center for Educational Improvement will come on-site to use curriculum audit tool to highlight our curricular strengths & weaknesses. They will then create a customized solution responsive to our specific needs. BCSD has never examined the curriculum & instructional practices to this extent or depth. BCSD wants teachers to learn to use these in-depth assessments as learning about their instructional practices & content. The same philosophy applies to our students- Be knowledgeable about where you are academically, where you want to be, & determine a path on how to get there. BCSD implemented 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 has empowered both teachers and students to use this data to plan instruction & set goals. We want our students to learn where they are at academically & be able to use their instructional data to set goals & develop action plans to advance their learning. We want our students to be able to discuss their educational progress through student-led conferences to their parents. Student-led conferences reflect the belief students should be actively involved in their learning & assume responsibility for the learning process. (2) Engaging the Larger Community, involves teachers, students, parents, & surrounding communities. BCSD wants to become an educational hub for our surrounding districts so we can collaborate to develop practical solutions toward classroom improvement. BCSD would like to create an "educational village", a "Summer Learning Academy" in June. This strategically planned event of 8-days where local educators come together to focus on instructional practices & curriculum content. The substance of this event will be largely determined by the curriculum audit and our need to "connect the dots" on state initiatives. This foundational year will be facilitated by BCSD & their partnerships with an instructional spotlight; however, the vision is for this event to occur each year & be facilitated by teachers, students & parents from within Barberton & our surrounding districts. (3) Embracing Parents as Teachers, BCSD wants to recognize & honor the role parents have in their child's education. This grant will allow BCSD to guide parents in precise ways of helping their children. Parents want to see their child be successful, but don't always have the means or knowledge to assist. BCSD wants to eliminate barriers through a series of strategies. We want to create brochures & workshops focused on parents as educators & provide technology to work with their child at home. BCSD wants to create technology workshops on effective use & how to navigate educational websites. After a workshop, parents would be able to "check out" computers. This will allow many of our families to experience growth situations in their own home each evening as both parents and child become aware of the empowerment of 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-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 focal point of our Ohio Improvement Plan (OIP). This grant encompasses many of the goals, strategies, and action steps defined BCSD's OIP, they will be referenced in parentheses. BCSD has 71% students are economically disadvantaged, yet our district scored an A in the overall student growth measure on the 2013 State Report Card. We currently receive Title I, Race to the Top and School Improvement funds. These funds have supported academic & technology coaches who provide PD during the school day, after school & during summers to teachers. The PD has included formative assessment strategies, technology-based instructional strategies, and Common Core curricula development. Our PD sessions are well-received & well-attended. However, our Performance Index was a D. BCSD must increase the rigor of instruction & raise expectations. The curriculum audit will allow us to pinpoint areas we need to focus (1.2.2). This grant will enable our curriculum team (academic & technology coaches) to work closely with Center for Secondary Design (CSSR), Summit Education Initiative (SEI) & the Summit County ESC's content & instructional experts to continue to move the district forward where students are actively engaged in authentic instructional tasks (1.1). The innovative structure of this project will take the district to the next level of exemplary teaching & student achievement because it involves not only the teacher, but also the student & parent. Student data provided by Measures of Academic Progress (MAP) teachers, students & parents alike will be able to make informed academic decisions (1.2.2). This grant provides PD for teachers, students & parents in how to read the MAP data results & create instructional plans (1.2.1). Our students use their academic will use data to set goals & develop action plans to advance their learning. Students will be able to discuss their educational progress through student-led conferences (1.7.3). As students take ownership, they will feel empowered. Empowerment leads to increased achievement. Parents will feel empowered as they attend workshops geared toward tasks they can be working on with their child. The workshops & the "loaning out of technology" will give parents the resources to work with their child. Spending reductions- BCSD can save money on future technology purchases. This grant will reduce/eliminate the need for computing devices at the elementary level (1.4.5 & 1.4.4). This technology will also allow savings in future textbook & other print materials for classroom use as teachers seek web-based resources. Reductions in PD (sending teachers to outside PD & substitute teachers). As a result of the curriculum audit, outside PD offerings will be scrutinized according to our new professional development plan, & fiscal saving will be realized as only target PD will be attended by our staff (1.4.2). The PD received will be sustained by BCSD's coaches and teachers. Utilization of a greater share of resources- The Summer Learning Academy will be open to teachers & parents of surrounding school districts - something we think will further our staff's commitment to improvement as we transform our classrooms into student-centered learning environments (1.4.1). Informing & educating parents on academic tasks & supplying technology they could use at home, is a game changer (2.1.1). 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 (1.7.1 & 1.7.2 & 1.4.1). This process will benefit our current students & younger siblings who follow in their path.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - 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 forecasting 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.

N/A

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

990,000.00 \* 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, RttT 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 (8-days on-site) for \$18,000 to determine our instructional status and needs. Academic coaches and lead teachers will also attend a 3-day seminar with Harvey Silver for \$8,000 in order to receive more extensive training in the Common Core. Stipends for 250 teachers for 8 days of attendance at our Summer Learning Academies is \$300,000. The curriculum director and academic coaches will help facilitate the Summer Academy (BCSD will cover their expenses); however additional facilitators will be needed. BCSD will seek the services of CSSR, SEI, and Summit County ESC on items determined by the curriculum audit and state initiatives. Seventeen thousand will be budgeted for those outside services. The Summit Educational Initiative evaluation of the grant will be \$3,000. Students- Barberton will continue to pay for the students to take the Measures of Academic Progress (MAP) assessment (\$42,000, paid out of Title 1 Grant). This project seeks funding for the technology necessary for us to take these assessments more efficiently; but even more so, to enhance and extend our learning within our classrooms. In our two elementary buildings of over 700 students each, we have one computer lab per building. It took 2 months to run all the grades (K-4) through the computer lab twice for MAPS testing (ELA and Math). This task required a great deal of planning, change in student routine, and flexibility from the teaching staff. We desire a purchase of 1220 devices, such as Chrome books (including charging carts and operating software), for \$610,000. With this purchase, we can significantly shorten the testing window for our students, but also begin to incorporate the power of technology into our students learning environment on a daily basis. MAP offers extensive professional development, centered on learning how to use data to create student learning goals, that we would like to offer to both teachers and parents for \$5,000. Parents- BCSD wants to develop Ohio's New Learning Standards brochures for parents at a cost of \$3,000 development, printing, and website placement. We want to develop workshops for parents highlighting the learning changes necessitated by the new standards, the heightened content expectations, a success formula for parental assistance, and specific technology skills that will aid this educational process. The development and facilitation of these workshops will cost \$1,000. BCSD desires to purchase 50 computers (25 for each building) at \$25,000, includes charging stations and operating software. Our intent is to loan these computers to parents after they attend a technology workshop so that they can reinforce learning each day within their own homes.

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.

This project proposal is designed to have no new/recurring 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. As another example, this project funds the design and development of several types of workshops and resources (brochures and website) for parents. Once the foundation is established, only the fine-tuning of details will be needed at little or no cost. 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 within this grant, those costs will be handled within our district budget. BCSD currently employs network and technology personnel to handle the on-going repairs and educational-specific technology training.

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.)

BCSD can save money on future technology purchases over the next five years if this grant is obtained. The 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

of 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 partnership. 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 would be able to access technology readily; therefore, will be less dependent on major textbook purchases as there are may 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 (\$60 per 1440 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 inservice 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 added fiscal expense of substitute teachers and learning expense 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 practices we know are solid. For example, this grant funds professional development in analyzing and using student data, how 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 foundational year will be facilitated by BCSD Curriculum Department (including academic and technology coaches) and outside service providers (CSSR, Summit County ESC). In subsequent years, the desire is for our teachers to take a leadership role in its facilitation of best practices. This educational opportunity will be open to area school districts and parents. Revenue generated from outside participants will be used to pay the facilitators. There are no funds set aside for the maintenance or upgrade of technology purchases within this grant, those costs will be handled within our district budget. BCSD currently employs network and technology personnel to handle the on-going repairs and educational-specific technology training.

#### 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 Dates

Plan (MM/DD/YYYY): 01/06/2014

##### \* Narrative explanation

The timeline is presented by 4 major planning/implementation components: Curriculum Audit, Summer Learning Academy, Technology, and Parent Workshops. The curriculum audit conducted by the Telego Center for Educational Improvement at Ashland University will be in January/February with results provided to the district by end of February 2014. The 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 that 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. The planning of the parent workshops, the creation of informational brochures and design of specific resources will begin in February with the first series of parental workshops to be presented in May. The planning and implementation of this grant will be reviewed at each District Leadership Team meeting (monthly) and Curriculum meetings (weekly) for status, progress, and tackling any potential problems that may arise.

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 with results provided to the district by end of February 2014. At this time the Telego Center will also provide a target professional development plan with a benchmarked monitoring tool. The Summer Learning Academy will span two weeks in June (June 16-19, 23-29). The sessions will be attended by BCSD teachers with a special day dedicated to our parents. Through social media and networking, teachers of neighboring school districts will be invited and encouraged to attend. Individual sessions will be largely determined by the results of the curriculum audit. However, there are some sessions known to the district now (student-led conferences, value-added, Thinkgate, assessment literacy). Getting teachers to attend professional development in the summer for 8-days, may be a struggle. We will entice teachers through meaningful, relevant, and timely professional learning and allow for team and content-area collaboration. This grant will also pay teachers a stipend for their time. Graduate Credit through Ashland University will also be available (Teacher pays). It is projected to have the technology in the classroom and ready for students use by April/May. There will be a planned rollout of the technology to ensure proper care and use of the devices. Full implementation of all purchased equipment will be Fall 2014. BCSD would like to present a series of parent workshops starting in May. The workshops will focus on a variety of topics to enhance the confidence and abilities our parent educators. We would like to provide sessions starting in May (during school hours and evenings) and then again during a special parent day at the Summer Learning Academy. 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. We feel this type of workshop is imperative to occur prior to summer to help many students from experiencing the "summer slide." We want our parent educators ready to go for summer learning as a continuation of the instruction that has taken place within our buildings all year long. The planning and implementation of this grant will be reviewed at each District Leadership Team meeting (monthly) and Curriculum meetings (weekly) for status, progress, and tackling any potential problems that may arise.

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

##### \* Narrative explanation

The curriculum audit conducted by Telego Center of Ashland University will be completed in January/February with results provided to the district by end of February 2014. At this time the Telego Center will provide a target professional development plan with a benchmarked evaluation tool. The Summer Learning Academy is a new event for BCSD. Evaluation of the event itself and the individual sessions will be conducted by attendance and same-day surveys. The District Leadership Team will review the results of these surveys at their August 2014 meeting and offer suggestions for refinement. The technology aspect of the grant will be evaluated by usage (classrooms and parents). We want the equipment to be used, but not just for technology-sake; we also want to know how it is being used to extend and enhance student learning. We know it will be used for district and state assessments, but we want it to go beyond those reasons. We also realize there is a learning curve for teachers. At the Summer Learning Academy teachers will be exposed to a multitude of effective and efficient usages of technology. BCSD will use Building Leadership Team meetings and walkthrough data to determine a number of ways technology is being used in the classroom as an instructional resource. The Parent Workshop is a new event for BCSD. We have had informational parent meetings in the past, but not workshops of the instructional intent described in this grant. Evaluation of the workshops will be conducted by attendance and follow-up surveys. The District Leadership Team will also review and comment on these results at their August 2014 meeting.

19. 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 practice within our classrooms. 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 assessments 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 create a platform that will eventually allow our teachers to showcase their creativity to their peers and also be exposed to new learning strategies presented by their colleagues. Subsequent years will see 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

#### 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 as Learning- Our rationale for the inclusion of an independent curricular audit is based in the fact our district has never independently established the strengths & weaknesses of our

curriculum & BCSD has received a D on the Performance Index. Obviously, we have work to do in our classrooms & with our curriculum. But where do we start? BCSD feels a curriculum audit is the first step to guide classroom instruction & PD. BCSD's Curriculum Director has spoke directly with two different school districts that used the Telego Center for School Improvement to conduct a curriculum audit. They were very pleased with the in-depth instructional & content knowledge they were able to derive from the teachers, it has transformed & target their teaching. Just as we need to know where the district stands in terms of curriculum, BCSD needs to know where our students stand so as to truly measure growth & make comparisons to national rankings. We will be able to make sound educational decisions for all of our students once we can determine their specific needs. Through the MAP Assessment we are able to acquire immediate results about a child's instructional level with specific reading and math skills. We want to our student to learn how to use this knowledge to develop realistic & motivating educational goals & action plans. Researchers such as Bandura (1986) and Locke and Latham (1990, 2002) all agree that student goal setting is an important component of students' motivation, self-regulation, & achievement in academic settings. Summer Learning Academy-As we have traveled to various conferences & workshops, we realized the depth of knowledge possessed by teachers everywhere - and we want to tap into that local knowledge base to lead our district & our neighboring districts toward classroom excellence. A logical progression of this idea is the creation of the Summer Learning Academy which will bring teachers & parents into a common environment to focus on instruction without the distraction of having to teach students. We want this to become an annual inter-district collaborate event. Technology- In today's ever-changing society technology is a must. Almost every job today requires at least some computer skills, most require substantial skills. Those would do not have computer skills & the ability to adapt to different technologies are at a disadvantage. Research indicates computer technology can help support learning & is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993). Parent Involvement- The research is overwhelming about the positive impact parent involvement has on student achievement. Rhoda Becher's extensive review (2012) of parent education literature, finds numerous studies documenting effects of school-based programs that train low-income parents to work with their children. Effects include significantly improved language skills, test performance, and school behavior, as well as important effects on the general educational process. Also, illustrated by studies of community involvement suggest the degree of parent & community interest in high quality education is the critical factor in the impact of the school environment on the achievement & educational aspirations of students. BCSD believes the parents serve as a child's first teacher & establish bonds we would like to tap into in order to increase student success. By offering our parents the means (computer technology) & skills (short, targeted workshops) to help their child, we can augment the learning that takes place in the classroom each day. Sharing instructional conversations with someone other than the teacher will offer new insights to our students, while validating the importance of school.

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

Yes

No

22. If so, how?

First of all, BCSD grant provides several initiatives, a district could replicate and gain a significant impact within their learning community. It is essential a district establish its curricular status - we need an independent factual determination of the needs of our stakeholders. The initial expense of this audit (\$18,000) is a small price to pay 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 instructional opportunities that they will find engaging and valuable, and be much more apt to adopt within their own classroom. The audit is a short-term item, it is what 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 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. By having classroom teachers present their ideas to fellow teachers, the process takes on validity and relevance. School district can replicate a similar event, perhaps on a smaller scale initially (3- days). Another grant initiative involves the enhanced status of parents within our district as we push to make them learning partners through the support of training and technology. Parents of elementary children are anxious to ensure the success of their children. This grant help develop strategies and avenues in working with parents to break down the traditional barriers of why parents might not have been so involved in the past. Other districts could also use the concept of content specific workshops, honoring the parents' role, and entrusting them with technology to also build a stronger bridge to their child's academic journey.

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

Over an extended period of time, 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 elementary students earn in 3rd and 4th grade. Because of the significant changes being made to the Ohio's standardized testing format with the advent of the PARCC computer-based assessments, 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 carefully monitor the children on Reading Improvement and Monitoring Plans (RIMP). We currently have 88 students on RIMPS. With the support of enhance classroom instruction and focus, data-driven goals and action plans, increased technology, and increase parent involvement; we anticipate an increase in the number of students needing a RIMP. Our educational partner, the non-profit Summit Educational Initiative, has the mission to "align resources and efforts behind research supported, data validated efforts which improve student outcomes along the education pipeline from pre-school through college and career." Their data clearly shows that literacy is the gateway skill for future learning and that students need to be able to read "on grade level" by the end of third grade or face statistical hurdles that will make their graduation problematic. The implementation of the MAP testing program will supply us with a Lexile score for each student so that we can determine if they are "on grade level" and make the necessary accommodations for those that are below or enrichments for those that are above. As we complete our initial round of testing in October of 2013, we will have established a baseline score for each student so that we can measure their progress in terms of growth and also against a national standard. The successful linking of parents to the actual learning process offers the promise of creating an educational environment within our homes where interest in learning is a shared commodity. We know our parents have the desire to help their children, we want to offer them the necessary training to help guide them through the process. Once the foundation is developed, BCSD plans to continue to offer parent workshop in future years. The development of our Summer Learning Academy will allow our staff to explore new classroom tools, enhance methodology that they currently use, and collaborate with neighboring districts about our learning models. Many of the lessons used during this time will be refined and used throughout a teacher's career. The Summer Learning Academy will be a yearly event in providing meaning professional development to area educators. Once again, the curriculum audit of our actual classroom implementation of Ohio's New Learning Standards will guide our future professional development and also allow our staff to know where they stand in the spectrum of curriculum. This aspect of the grant alone, will impact both teachers and students over an extended period of time.

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 to achieve that may not be easily benchmarked.

The following benchmarks will be used to determine the positive impact of this grant on the children of Barberton. All three stakeholders (teachers, students and parents) are working together to increase student achievement. Increased student achievement can be measured in several ways. (1) Each school year K-3 students are assessed to determine if they are on-track or not in meeting grade-level reading expectations. If it is determined a child is "not on-track," they are placed on an intense Reading Improvement and Monitoring Plan (RIMP). For the 2013-2014 school year, BCSD has 88 students on a RIMP. We will track the number of RIMPS written and expect a decrease in those numbers as the power of the grant begins to take hold. (2) The Ohio Achievement Assessment (OAA) seems to be a logical measure of increased student achievement; however, next school year (2014-2015) a new assessment will be given. Therefore, comparing those two assessment tools would not be valid. However, we can compare our effective ranking on the state assessments to similar school districts. This is not specific as one would like, but it will serve a general sense of comparison. We are looking for an increase in our effective ranking in Grades 3 and 4. BCSD will be able to use the Performance Index as a measure to determine student growth, our index is currently a D. (3) As a district we use the Measures of Academic Progress (MAP) assessment. MAP assigns a level of difficulty to tasks and then asks students adaptive questions in order to determine their instructional level on a given concept or task. The instructional level is reported as a RIT score. BCSD gives this assessment to students in grades K-10, 3 times a year. Therefore, we will have this year's data and will be able to accurately compare it to next year's (2014-2015) data. This can benchmark students vertically (same student's growth) and horizontally (compare this year's 3rd graders to next year's 3rd graders). (4) Our district takes great pride in taking each student at their academic level in each content area and gaining over a year's growth with that student within the academic calendar. In the areas of Reading and Mathematics, which are measured by state assessments, our students will show value-added growth of greater than one year of learning which has been the standard in our district since the advent of testing. Reductions in the five-year forecast spending can be benchmarked by comparing professional development expenditures (sending teachers to outside professional development and substitute teachers). Also, there will be a significant spending reduction in area of K-4 technology. This grant will transform the technological environment at the elementary level, from having one computer lab to 1:1 computing. Yes, this grant will reduce/eliminate the need for computing devices at the elementary level; however, what we are most excited about is the impact this enhancement will have on our teaching and learning. We will be able to truly prepare our students for the 21st Century. Utilizations of greater shared resources in the classroom will be benchmarked on two fronts. The Summer Learning Academy will utilize classroom resources (teachers' knowledge, information brochures and technology) to our entire teaching staff, our community and teachers of neighboring school districts. This is a new event/concept for BCSD; therefore, its success will be benchmarked by attendance and survey feedback. Also, the concept of Parent Workshops is new to BCSD. Directly, we can measure its effectiveness by attendance and feedback. Indirectly, we can track to determine if other opportunities for parents have also increased (i.e., parent volunteers, attendance at PTA meetings).

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.

Part of the contracted services from the Telego Center of Ashland University to help BCSD in designing an evaluation and monitoring system for curriculum alignment and instructional practices. The non-profit, Summit Educational Initiative will be conducting an evaluation on the whole grant. The process will include how short- and long-term goals will be measured and the type of data collected. In addition to the evaluation system developed by the Telego Center and Summit Educational Initiative, BCSD can monitor grant benchmarks through teacher walkthroughs. Teachers walkthroughs is a tool currently being used effectively at BCSD. The items to be monitored can be easily adapted to the data collection items sought in this grant (student engagement, specific instructional strategies, technology usage). Grade-level teams meet weekly, Building Leadership teams meet monthly, and District Leadership Teams meet every other month, this will be a fixed agenda items to discuss progress, barriers and changes as they arise. Student assessment data will be collected as the specific assessments are given (i.e. MAP is in September, January and May). Value-added, state assessment scores and determination of RIMPS will recorded as the information arrives to the district.

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/organization and today's date.

I Accept Shelly Habegger, PhD Director of Curriculum BarbertonCity Schools 10/24/2013

