Budget

Butler Technology (050880) - Butler County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (24)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	100,000.00	0.00	585,000.00	15,000.00	50,000.00	0.00	750,000.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	100,000.00	0.00	585,000.00	15,000.00	50,000.00	0.00	750,000.00
						Adjusted Allocation	0.00
						Remaining	-750,000.00

Application

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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:Individual Curriculum Model

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.

Butler Tech is seeking grant money to build the infrastructure for the implementation of the Individual Curriculum Model (ICM) that will increase student achievement and utilize greater shares of resources in the classroom. Butler Tech will do this through an innovative, personalized approach to education that utilizes best practices to deliver a personalized curriculum that leverages technology to deliver "predictable" concepts and allows the teacher to facilitate the "unpredictable" side with real-world, highly relevant experiences that will require students to participate in adaptive thinking and application. ICM will be adjusted, modified, and evaluated utilizing Perkins Performance Measures, Webxam and Business & Industry Credentials, PARCC assessments, as well as district related formative summative assessments to ensure success.

3148 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Laura Sage, Director of Development

Organizational name of lead applicant: Butler Tech

Unique Identifier (IRN/Fed Tax ID): 050880

Address of lead applicant: 3603 Hamilton-Middletown Road, Hamilton, Ohio 45011

Phone Number of lead applicant: (513) 310-9520 05 (513) 645-8263

Email Address of lead applicant: sagel@butlertech.org

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

First Name, last Name of contact for secondary applicant: Bill Miller, Superintendent

Organizational name of secondary applicant: Butler Tech

Unique Identifier (IRN/Fed Tax ID): 050880

Address of secondary applicant: 3603 Hamilton-Middletown Road, Hamilton, Ohio 45011

Phone number of secondary applicant: (513) 868-1911

Email address of secondary applicant: millerw@butlertech.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.

At this time, Butler Tech is not partnering with any outside entities on this proposal.

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.

The team consists of Bill Miller, Superintendent for Butler Tech. Mr. Miller has extensive experience in curriculum. Prior to becoming superintendent, he was Director of Secondary Curriculum for Fairfield School District and Director of Assessment and Data for Middletown School District. Dave Helms is the Chief Operations Officer for Butler Tech. He has served as Principal of Fairfield High School, as well as principal of Butler County's Alternative School, While principal at the alternative school, Dave employed several online and individualized approaches to helping at-risk students increase achievement. Ed Pokora has been the Chief Financial Officer of Butler Tech for 9 years. He has 30 years experience as a school treasurer in Ohio. Prior to coming to Butler Tech, he was the treasurer for Middletown City Schools for 14 years and at Kings Local Schools for 7 years. He has been involved with a variety of grants at all three school districts, including Title I, Title VI-B and Perkins funding. Dr. Laura Sage is the former Assistant Superintendent of Butler Tech. Prior to that, she was the Vice President of Secondary Education. She is the person at Butler Tech responsible for writing the Perkins and ABLE/GED CCIP Grants. Dr. Abbie Cook is the Director of Curriculum & Assessment. She has had more than a dozen years' experience with blended and online learning. She has been recognized by PDK as an Emerging Leader and is also a trained Baldrige Examiner and PDK Curriculum Auditor. Mike Parry is the Executive Director of Secondary Education. He has experience with secondary and online education. Annette Caudill is the Information Analysis and Reporting Coordinator. She has many years of experience working with the various data systems of Butler Tech, as well as those of the associate schools. Dave Plotts is the Director of Information Technology. Dave has years of experience in information systems and technology. Tony Huff, is the Director of Special Services for Butler Tech. Tony has great experience in working with students who have physical and intellectual disabilities.

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)

- [x] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

At Butler Tech, we are investing in a new model of education, the Individual Curriculum Model (ICM). Butler Tech is asking for grant money for the infrastructure to implement ICM.This is an innovative, personalized approach to both academic and career technical education that will raise student achievement and allow for the greater utilization of school resources in the classroom. It blends several best practice, research based approaches as reported by the US Department of Education in the "Evaluation of Evidence-Based Practices in Online Learning - A Meta-Analysis and Review of Online Learning Studies" (2010). Using these practices, BT will personalize the educational experience for students while creating relevant and real world experiences to prepare them for future careers. Daggett refers to this as Quadrant D or Adaptive Learning in his "Rigor/Relevance Framework" (2005). There are two halves to the ICM approach, the "predictable" and the "unpredictable" (Daggett, 2005). Both will be implemented in academic and career technical classrooms to assure mastery of content and high-order thinking to increase student achievement. Both will leverage technology to provide students a flexible, guided pace, and allow teachers to differentiate instruction, and provide remediation and stretch learning. This approach and utilization of technology will provide teachers with more time and greater resources in the classroom, including time for soft skills and career development planning. Starting with diagnosis of students' skills and prior knowledge, students will experience a competency based, self-paced, online blended course. This is the predictable piece, since this provides students with factual knowledge and problems with predictable solutions. Students' progress at a personalized pace will be accomplished through continuous formative assessments. It will accelerate when content and concepts have been mastered and slow for remediation and intervention. Coupling the computer-aided instructional approach with the teacher as facilitator, the model blends the best of the traditional classroom and the future classroom. Variations on this approach have garnered quantifiable success at

schools across the nation using blended learning as reported in a meta-analysis report (USDOE, 2010.) The unpredictable piece is focused on higher level thinking and 21st century skills development. ICM will challenge students with real world problems, requiring them to analyze, synthesize, and evaluate situations across multiple content areas. Through Project/Problem-Based Learning (PPBL), students will master content, concepts and skills through hands-on experiences while developing 21st century skills. The focus is on challenging the students to solve problems that have unpredictable solutions, pushing them to think beyond the confines of today and be world problem solvers for tomorrow. The culmination of the students' learning experience in every course will be a real-world problem with all of its intricacies and relevance. PPBL has been widely utilized as a successful learning tool as seen in schools like Science Leadership Academy and High Tech High. ICM is truly visionary because it blends multiple successful approaches creating an innovative learning environment that will increase achievement. Utilizing technology for the predictable, will allow better use of the teachers' time to individualize mastery-based learning. It will also allow the teacher to facilitate the unpredictable side with real-world, highly relevant experiences which will require students to participate in adaptive thinking and application. ICM will be monitored and evaluated through Butler Tech's student performance measurement system rooted in the Federal Perkins Measures as well as through series of end of course assessments including Webxam, Business and Industry Certifications, ACT Quality Core End of Course Exams, PARCC assessments, and district created assessments.

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.

Butler Tech's Individual Curriculum Model (ICM) will increase student achievement by allowing students to receive a personalized, more relevant, real life education. Research has shown that student achievement in the United Sates has not really increased in the last 30 years (National Center for Education Statistics - NCES, 2012.) This tells us that we must change the way we teach. Butler Tech is proposing the ICM Model that will result in a deeper level of learning which will in turn increase achievement. The findings of the "Evaluation of Evidence-Based Practices in Online Learning. A Meta-Analysis and Review of Online Learning Studies" (USDOE, 2010) stated that, "The overall findings of the meta-analysis is that classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction" (p.18). The report goes on to say that the difference in stronger learning outcomes is, "statistically significant" (p.19). ICM will utilize a blended online model, allowing students to accelerate when possible, as well as receive individualized remediation when necessary. And since the predictable side of the curriculum will be delivered in a blended online format, it also requires students to complete the whole curriculum. In traditional classrooms, teachers move the class at the same pace, often at the expense of a student moving into another concept before he has mastered the current concept. Research has shown that blended online learning results in a deeper level of learning, and thus higher achievement. Melding the academic component with the unpredictable side will be the Project/Problem Based Learning (PPBL) component. The ICM Model will utilize Butler Tech's stakeholders and the business and industry community, to formulate real world projects, problems, and 21st Century issues. In addition, Butler Tech is in the position to utilize their career tech background to amplify student achievement. Research has shown that the melding of academic learning with career tech learning and utilizing real life problems with thinking skills increases academic achievement (Kolb & Kolb, 2005). This is because it allows the students to use their academics and apply and adapt the academic learning to a higher level and forces the student to "think on their feet." It also utilizes an additional layer of learning and enhancement of learning. According to NCES, the average freshman graduation rate for American public schools has remained relatively flat over time (2012). In its "Major Research Findings Report, 2000-2007, Engagement, Achievement, and Transition," the National Research Center for Career and Technical Education (2008) did research on several schools to see if there was a positive impact on student achievement by integrating career tech problems into academic subjects. There have many studies to see how academics impact Career Tech Education (CTE), but very few on how CTE impacts academics. According to this study, schools reported that students' mathematics were enhanced by CTE real life lessons. This was shown by achievement increases of 7.7% or better on the Accuplacer and 8.9% or better on the TerraNova (both standardized tests). The ICM Model plans to incorporate this real life experience to an even greater degree to leverage this to produce increased academic achievement. Since the emphasis of the ICM Model will be on student learning versus teacher teaching, more resources will be moved to the classroom. This is explained in the attached budget. Technology will be maximized to aid in the student centered, personalized curriculum. Business and industry will partner to utilize real world problems and issues, thus moving resources into the classroom.

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?

1,000,000.00 * 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).

It is estimated that the total cost to implement the project is $1 million. Butler Tech intends to redirect $250,000 in existing local resources, and utilize Straight A Grant funds in the amount of $750,000 to fully deploy the project. Local funds will be used to continue and expand the use of online academic curriculum content for the "predictable" side of Individualized Curriculum Model (ICM). The Straight A Grant funds will be used to provide the infrastructure for a one-time, initial costs related to: 1) teacher training in Project/Problem Based Learning (PPBL) through the Buck Institute for Education, 2) to develop online curriculum content for Career-Technical Education through the use of online designers and developers who will be used as independent contractors, and 3) start-up costs for technology equipment as well as supplies and materials for the development of a PPBL library.

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.

50,000.00 * 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.

Butler Tech has developed this innovative Individualized Curriculum Model (ICM) project with the goal of limiting new and/or recurring costs. Butler Tech plans on using some of the grant budget on Purchased Services for staff development with the Buck Institute. Butler Tech plans on using a "Train the Trainer" approach with an initial cadre of teachers who will then deploy it to the rest of the district staff. This local cadre of teachers will provide embedded professional development on the best practices in Project/Problem Based Learning (PPBL) design, assessment, management and instructional coaching for all teachers and administrators. Grant money will also be used to hire online developers and designers who will develop the online curriculum content for the Career Technical Education courses. A small amount of funds will be used for supplies and materials to establish a Project/Problem Based Learning (PPBL) Library. The remaining amount will be used for capital outlay to aid in the start-up infrastructure costs for the required technology equipment for the implementation of ICM. The development of the online Career-Technical Education curriculum content will require some updates in the future and the district is prepared to support this by redirecting existing general fund resources.

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

0.00 * 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.)

No, at this time it is difficult to determine with any certainty hard dollar savings from the Individualized Curriculum Model (ICM), However, the implementation of the project will allow teachers to spend more time with students and could offset future increases in staffing.

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.

Once the online content for the "predictable" Career-Technical Education courses has been developed, the digital content will be hosted by the district on a server that will not result in additional costs. In addition, the use of the "Train-the Trainer" approach for the professional development from the Buck Institute to all staff makes the proposal very self-sustaining.

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): 01/02/2014

* Narrative explanation

Butler Tech began planning for the implementation of Individual Curriculum Model (ICM) in April of 2013. A core group of district leaders and teacher leaders came together to fully develop the ICM concept and to develop the implementation timeline. ICM will be systematically deployed across secondary education through four stages. Butler Tech proposes that the first stage, namely the Infrastructure Stage, start on January 2, 2014. Staff development with the Buck Institute will be planned in January and implemented in the Spring of 2014, Online developers and designers will be interviewed in January of 2014. They will be hired and start their development and design of online Career Technical Education courses in February of 2014.The Project/Problem Based Learning

(PPBL) Library will also be implemented in the Spring, 2014. The required technology equipment will be purchased during the Spring also. The second stage, namely the Initial Deployment Stage, will start in the fall of 2014 with the deployment of ICM at five sites. Stage Three will occur the following school year (2015-2016), with deployment continuing at two sites. The fourth and final stage will be in 2016-17, ICM will be deployed in all secondary programming across Butler Tech. Barriers include not having the necessary technology in place to implement the ICM on the proposed timeline. If these factors become mitigating, then the timeline will be pushed back to a later start date, at which time the technology would be in place.

Implement (MM/DD/YYYY): 02/03/2014

* Narrative explanation

As mentioned above, the Individualized Curriculum Model (ICM) will be implemented over a period of three and a half years. Butler Tech will be using the first half of 2014 to build the infrastructure to successfully implement the ICM Model in stages, starting with the 2014-2015 school year. Butler Tech is initially implementing ICM in program areas that lean towards easy adaptability and early adopters. Each year, ICM will be meticulously monitored through the Butler Tech Student Performance Measurement System. The premise on which ICM is built, is that it will have an immediate and lasting positive impact on student learning, growth, and performance. Through the staged deployment, the model can be adjusted and reworked to maximize the positive impact on student performance. To fully deploy ICM at each site, five components will be implemented: a real-time data dashboard, a comprehensive assessment system, a Project/Problem Based Learning (PPBL) framework, "predictable" content, and a 21st Century teacher. A cornerstone of ICM is the ability to see and understand students' progress, failures, struggles and successes on a real-time basis to monitor their learning and to supply more and different instruction when needed. A real-time data dashboard with formative and summative student data provided through the comprehensive assessment system will guide teachers and student's progress through the predictable content and will empower teachers and students to understand each student's learning needs. When selecting a dashboard, Butler Tech will engage the following stakeholders: teachers, technology specialists, A-site specialists from Southwest Ohio Computer Association (SWOCA), and curriculum specialists. Most importantly, Butler Tech will engage our customer, the student, is selecting a data dashboard. A barrier to successfully deploying a data dashboard is the ability to pull data from multiple vendor's content in real time and aggregates it in one centralized location. To mitigate that barrier, Butler Tech will use its existing Learning Management System (LMS) and will work with vendors to pull content which will allow for data manipulation. A Project/Problem Based Learning (PPBL) framework will enable full implementation of PPBL throughout academic and Career Technical Education (CTE) classes. Professional development (PD) on PPBL planning, development and methodologies will deeply ingrain a systematic approach across the district. Butler Tech will engage the following stakeholders: teachers, the Buck Institute, National Network of Experiential Schools, and curriculum specialists. One barrier which Butler Tech will have to overcome is the availability of sound projects which will connect academics and the students' career technical experiences. PD and time for teachers to collaborate will be the key to overcoming this barrier. The "predictable" side of ICM will employ computer-aided, predictable content and simulations. In some cases, high quality content for academic and CTE classes is readily available and will be procured from outside vendors or open educational resources. The content that is not available will need to be created by teachers supported by technical personnel serving as consultants. When creating high-quality predictable, CTE content, Butler Tech will engage the following stakeholders: teachers, curriculum specialists, business and industry in our region through our Business advisory Counsel, other Career Technical School in Ohio and across the nation. A barrier in creating content is the need for technical expertise and a continuous improvement cycle. This barrier is mitigated by utilizing consultants for expertise, creating partnerships with like-minded organizations, and staying on top of the growing availability of open educational resources. To assure successful deployment, Butler Tech will spend the next year developing a detailed continuous improvement plan including its stakeholders.

Summative evaluation (MM/DD/YYYY): 06/30/15

* Narrative explanation

The Individualized Curriculum Model (ICM) will use several methods to adjust, modify, and evaluate the success of the project. The plan to evaluate the objective of increasing student achievement will be rooted in several methods to ensure a comprehensive evaluation of the project. Perkins Performance Measures will be employed, since they provide a tool to look at student achievement across both the academic and the career tech areas. In addition, there is benchmark data available at both the local and state level. Evaluation of the results of Webxam and Business and Industry Credentials will also be utilized. Again, there is benchmark data available, but this method also serves to evaluate how well our students are prepared to work in the career world. And lastly, ACT Quality Core End of Course Assessments, PARCC Assessments and district created assessments will also be utilized to measure student achievement. Butler Tech already has historical data on ACT Quality Core End of Course Assessments. The objective of utilizing a greater share of resources in the classroom will be measured through Butler Tech's Treasurer's Office. Resource allocation will be examined quarterly for short term evaluation and the end of the fiscal year for long term evaluation. The Chief Financial Officer will do these examinations to see if more resources were put into the classroom to provide more direct services to the students.

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

At Butler Tech we expect a great deal of change in how school works and learning occurs once we have achieved full implementation of ICM. In order to take you through those changes, follow a day in the life of "Simon," a Butler Tech student who would be utilizing the ICM Model. Simon wakes up early to his alarm on his laptop, he needed to get up early to review a couple of how-to-videos he will need for today's hands on project in his Surgery Tech program. He watches his videos housed in the school's LMS on his tablet as he is eating breakfast. Simon then catches the bus and reads an assignment with embedded videos then takes a formative self-check assessment on his iPhone to be sure he was ready for today's in-depth project. Simon arrives at school and texts his chemistry team members for a progress update for today's experiment. He wants to be sure all of his team members did their part. He next heads to the Huddle Room to meet Mr. Happ who sent him an Outlook invite to meet about his latest writing assignments. He wanted to meet and give him some feedback for improvements on his piece for the school blog as well as his Chemistry report. Next Simon goes into his learning lab space where he works through his Chemistry and Medical Math "predictable" content. He has trouble with a unit in Medical Math, so he messages his learning lab math teacher, who immediately sends him two alternate digital resources to help him review the content in different ways. The first alternate presentation was very visual and allowed Simon to understand the topic and move forward. He was then able to move through all the predictable content he had on his learning schedule for the day. Simon took a quick break and reviewed the video on instrument sanitation for the Surgery Tech lab, which was next on his schedule for the day. Simon went to the Surgery Tech lab with a team of four other students where the test dummy had heart failure during the surgery. They missed a few cues and lost the patient. Their lab teacher reviewed with Simon's group and another (who lost their patient) the cues they needed to review. Simon's team repeated the lab, corrected their mistakes and had a successful surgery! He and his team then observed another lab group working and took some notes on his laptop. He then met with his group to review a digital module of a well-done surgery and collaborated on ways to improve for the next lab, which would be more complicated. Next Simon met with a small group in a "collab" space for ideas for a Surgery Tech presentation they were scheduled to give. They collaborated using tools within their LMS to house their brainstorming and outlining and made an appointment with each other for later in the week to follow up on each student's part. At home, Simon's homework consisted of watching a lecture video and a demonstration video for his chemistry experiment the next day. He updated a few of his writing pieces to send to Mr. Happ and went to sleep dreaming of what the next day would bring. There are many key themes to point out from Simon's day at Butler Tech. This is a radical change for students, as far as how they learn in school, but it is very similar to the way they learn outside of school. In this ICM Model, students are always connected to learning opportunities through online curriculum purchased from providers, through open educational resources, and through district created content. Students and teachers will have a flexible schedule that revolves around learning and not seat time and bell schedules. They gain experience working on a team and depending on team members to accomplish tasks and goals, achieving 21st Century skills and the development of important personal skills for the workplace. They are treated like the professionals they are to become and learn to take responsibility for their own mastery of learning. Teachers are facilitators, coaches, and mentors, not just knowledge providers.

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.

We must "unthink school to rethink learning" (2Revolutions, 2012). Our focus for the future centers on the disruption needed in schools. "Today's world needs a workforce of creative, curious, and self-directed lifelong learners who are capable of conceiving and implementing novel ideas" (Kahn, 2012). Since the 1980's there has been discussion of how technology can transform learning, but there has been very little research to prove it actually makes a significant difference (Russell, 2001; Bernard et al, 2004; Caldwell, 2006; USDOE, 2011). Our new model at Butler Tech is different in that it does not use technology in the same ways that replicate current practice. We look at learning differently. In line with Sal Khan's vision (2012), we will be harnessing technology to liberate teachers from mechanical chores so they have MORE time for working with students. This pedagogical change will create an enormous impact with the technology and resources we already have in place, better utilizing our shared resources including our most important resource, our teachers. In addition to our new ICM Model, at Butler Tech we have an inherent advantage to truly prepare our students to be college and career ready. We are a Career Technical district focused on preparing our students for their future careers. We plan to refine our Career Development resources, including staff to focus on our student's career maturity. Students who participate in career exploration and development programs in high school are more likely to graduate and continue, successfully in post-secondary endeavors (Visher, Bhandari & Medrich, 2004). Our model will focus on this as a key factor. Career maturity (career readiness) is as important as academic maturity (college readiness), as both predict post-high school success (Gray, 2009). At Butler Tech, we will employ the Daggett Model of Rigor, Relevance and Relationships (Daggett 2005; 2010). Additional rigor will be achieved not only by transitioning to the Common Core, but also within the PPBL framework where students work individually as well as on teams for collaboration and personal skill development. Competency based learning is also key in our model, as we move away from being time-based to being centered on learning progression and mastery with flexible schedules (Sturgis, 2012; Priest, Rudenstine & Weisstein, 2012). At Butler Tech, our programs have relevance as we are a Career Technical district and our students choose programming based on their passions and interests. A focus for learning is the drive towards personalization (2Revolutions, 2012; Khan, 2012). Applied learning is inherent in our model as we are a Career Technical school, but we also see the need to improve our practice by furthering this work with a systemic adoption of personalized learning and PPBL frameworks that really center our students on real world scenarios that will better prepare them to be competitive in today's global workforce (Achieve, Inc., 2009; Kemple, 2004; Daggett, 2005, 2011, 2012; Pittman, 2005). Additionally our PPBL focus will connect rigorous academics with real-world relevance giving the students opportunities to devise innovative solutions. With the change in our teaching and learning model, teachers will have more time to spend with students and build relationships that will engage and activate the desire for learning with ALL of our student population. One of the most powerful factors for learning is to foster a favorable learning climate and a positive relationship with students (Kohn, 1996; Canter & Canter, 1997; Thompson, 1998; Boynton & Boynton 2005; Marzano, 2003; Daggett 2005; 2010). The focus of our model is on mastery-based student centered learning. This focus requires student accountability and responsibility and is embedded in purpose and relevance and these are the keys to truly innovative schools and educational reform (Pink, 2009; Pink, 2006; Nordgren, 2006; Daggett, 2010).

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

☑ Yes ☐ No

22. If so, how?

The Individualized Curriculum Model (ICM) is a highly replicable project. Each of the components of ICM - the "predictable" piece and its digital content, the "unpredictable" piece and the Project/Problem Based Learning (PPBL) methodologies, projects, and problems, the assessments and assessment system, the real-time data system, and the staff training and reorientation -- are designed to be replicated. Butler Tech's goal is to deploy this educational model across all of secondary education. In the first year of implementation, the model will be deployed to five sites and/or types of programs. The following year, ICM will be deployed to another two sites. Finally in the third year, ICM will be deployed to the remaining sites. Because ICM is designed to be replicated across Butler Tech, it is being built with the level of portability that will allow for its replication outside of the district and across Ohio. Both the predictable and the unpredictable content will drive at the Common Core standards and the Ohio

content standards - both academic and Career Technical - increasing the level of portability and making it highly replicable across the state.

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

The substantial value of the Individualized Curriculum (ICM) Model in the short-run is that it will increase student performance. Each student's experience will be uniquely tailored to their own skill-base, needs, and interest. Students will have a hand in directing and tailoring that experience. So, in short, the experience will be individualized. Consequently, through ICM, students' educational experiences will increase in both rigor and relevance. They will increase in rigor because each student will have to successfully complete the mastery-based "predictable" piece along with the Problem/Project-Based Learning (PPBL) "unpredictable" piece moving students through and deeper into the content standards. Each student, while starting at different points, will be expected to achieve the same ends. High expectations of student learning and student success will be district-wide. The experiences will increase in relevance because they will be tailored to the needs, interest, and passions of the individual student by working closely with the teacher, a facilitator and guide. The lasting impact of ICM in the long run will be twofold. Firstly, ICM will increase student performance on a sustained basis overtime. Each year, as Butler Tech becomes better at individualizing to meet students' needs, as the repository of approaches on the predictable side grows, and as the library of unpredictable projects and problems develops, the institution will become better and better at ICM. That improvement will pay dividends on student performance. The second lasting impact of ICM will be an increase in the organization's capacity to connect with students. That will be evident in two ways. First, through the individualized model, deeper relationship will be created with each students. The relationship between teacher and students will be central and key to the program's success. Second, through the use of technology, each teacher, over time, will be able to serve more students. Because the teacher's focus shifts from developing the predictable, to purveying more and different, and focusing on relationships and the unpredictable, they will have the capacity to serve more students. While this impact will not immediate - it will take time to shift teachers into and to develop a robust library enabling the shift in focus - over-time it will take place.

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 Individual Curriculum Model (ICM) will utilize the student performance measures rooted in the Perkins Performance Measures, as well as through a series of end of course assessments including Webxam, Business and Industry Certifications, ACT Quality Core End of Course Exams, PARCC Assessments, and district created assessments. Butler Tech is proposing using these as benchmarks to measure the success of the ICM Model. In addition, Butler Tech is proposing using the data collected using the ICM Model, to compare with other districts. This will allow for data comparison not only within Butler Tech, but with other districts as well. Due to the structure of the ICM Model, data will be utilized continuously. Throughout the school year, data obtained through formative assessments, Project/Problem Based Learning (PPBL), and other data points will be formative to aid the teacher in the development of a personalized learning experience. Teachers will use this formative data continually to personalize, modify, remediate, and enrich the learning experience for the student. Therefore, only evaluate data will be collected and this will be done at the end of the school year. Data points will include increases in Perkins Performance Measures, Webxam, Business and Industry Certifications, ACT Quality Core End of Course Exams, PARCC Assessments, and district created assessments. As a measurement of successful implementation of the ICM Model, we are proposing that Butler Tech measure in the top ten percent of Ohio Career Tech School Districts for the Perkins Performance Measures. With regard to Webxam and Business and Industry Credentials, Butler Tech is proposing a 5% increase in passage rate per year. Butler Tech is also proposing a 5% increase per year for "College Ready" score on the ACT Quality Core End of Course Assessments and PARCC Assessments. For data of this type and the sample size of Butler Tech's data, a 5% increase per year is considered to be a statistically significant.

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.

The long and short term objectives of increasing student achievement and moving more resources into the classroom will be measured in several ways. The plan to evaluate the objective of increasing student achievement by implementing the Individualized Curriculum Model (ICM) will be based on the following methods: (1) The Perkins Performance Measures include Academic Attainment (Reading/Language Arts and Mathematics), Technical Skill Attainment, Secondary School Completion, Student Graduation Rates, Placement (postsecondary education or advanced training, in the military service or employed), Nontraditional Participation, and Nontraditional Completion. With the implementation of the Individualized Curriculum Model (ICM), short term goals could be measured through formative assessments. But with the implementation of ICM, formative assessments will be handled more through an online platform, thus allowing the teacher more time to individualize appropriate content for that particular student. Since these assessments are formative and are meant to guide the personalized education, they will not be used for evaluative types of data. Rather they will be used for short term goals that will allow the teachers to adjust and modify the individual curriculum. The long term objective will be measured through the Perkins Measures. Butler Tech has historical data on these measures which are calculated after the end of the school year. The new data, which will reflect the implementation of the ICM Model, will be compared with Butler Tech historical data and compared to similar districts. (2) End of Course Assessments including Webxams and Business and Industry Certifications. These are currently used as End of Course Assessments for Career Tech knowledge and ACT Quality Core End of Course Assessments are used for academic subjects. Webxam/Business and Industry Certifications data is collected throughout the school year, but most of the data is not complete until the end of the school year. The new data, which will reflect the implementation of the ICM Model, will be compared with Butler Tech historical data to see if the objectives are met. (3) ACT Quality Core End of Course Assessments, which measure academic subjects, have been used at Butler Tech for several years. These measures will also be used to measure if the objective of increasing student achievement has been increased. Since these are end of course exams, they cannot be administered until the end of the school year. Butler Tech has historical data on these assessments, so benchmark data already exists. This will allow Butler Tech to measure the true impact of ICM on student achievement in the very first year of its implementation. In addition, Butler Tech will be implementing the PARCC assessments, as well as district created assessments. Once PARCC has been implemented, Butler Tech will be able to start to benchmark data, not only on Butler Tech, but also with similar school districts. The objective of utilizing a greater share of resources in the classroom will be measured through Butler Tech's Treasurer's Office. Resource allocation will be examined quarterly for short term evaluation and the end of the fiscal year for long term evaluation. The Chief Financial Officer will do these examinations to see if more resources were put into the classroom to provide more direct services to the students.

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. Dr. Laura Sage, Director of Development Butler Tech October 18, 2013