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Adjusted Allocation: 0.00

Remaining: -750,000.00
Butler Technology Application

1. Project Title: Individual Curriculum Model

Butler Tech is looking 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, WebExam 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 (RN/Fed Tax ID): 050980
   - 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 (RN/Fed Tax ID): 050980
   - 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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

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.

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 8 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 CCF 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 Baldwin Examiner and PDK Curriculum Auditor. Mike Parry is the Executive Director of Secondary Education. He has experience with secondary and online education. Annette Caullitz is the Information Analysis and Reporting Coordinator. She has many years of experience working with the various data sets of Butler Tech, as well as those of the associate schools. Dave Holts 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)
   - 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.

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 practices, 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 Outcomes (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 creation 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...
D) IMPLEMENTATION

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 States 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, “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.18).

Melding the academic component 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 thinking 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’ achievements 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.

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.

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

1,000,000.00 * Total project cost

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

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-Tech 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 are 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 (optional): 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 that can be 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 the current concept has been taught. Research has shown that blended 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.

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 (optional): 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 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-Tech 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 application was successful.

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
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 will be implementing ICM programs in area programs 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 learning, growth, and performance. Through the stages deployment, the model can be adjusted and refined to maximize the positive impact on students.

To fully deploy ICM at each site, five components will be implemented: a 2014-2015 school year. 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) Library – will be implemented in the Spring of 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 adoption of ICM at five sites. Stage Three will follow the succeeding school year (2015-2016), with deployment continuing at two sites. The fourth and final stage will be in 2016. In all secondary programs, we will deploy the necessary technology in place to implement the ICM on the proposed timeline. 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.

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

* Narrative explanation

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

In 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 clock, he needs to get up early to couple of hour-to-videos he will need for today's subject on his surgery tech program. He watches his videos housed in the school's LMS on his tablet as he eats his 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 tests his chemistry team members for a progress update for today's experiment. He wants to be sure of all his team members did their part. He next heads to the Huddie Room to meet Mr. Hopp who sent him an Outlook invite to meet about his latest assignment in science. He gets Mr. Hopp and gives him some feedback improvements for his piece on his school blog as well as his Chemistry report. Next Simon goes into his learning space and plays an activity on the Math Medicaid Mobile Math, which helps him learn math concepts which are needed in his chemistry class. He message his work teacher, the 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 which 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. The lab teacher reviewed with Simon's group and another (who lost their patient) the cues they needed to review. Simon's team labred the team, corrected their mistakes and had a successful surgery! He and his team 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 idea for a Surgery Tech presentation they were scheduled to give. They collaborated using tools within their LMS to house their brainstorming and outlined 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 chemistry experiment the next day. He updated a few of his writing pieces to send to Mr. Hopp and went to sleep dreaming of what the next day would bring. These are just the 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 the different facets of the project, achieving 21st Century skill along the way. They are treated like the professionals they are to become and take to 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 disrupted learning. "Today's world needs a workforce of creative, curious, and self-directed leaders who know how to take responsibility for their own mastery of learning. Teachers are facilitators, coaches, and mentors, not just knowledge providers. 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 will be implementing ICM programs in area programs 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 learning, growth, and performance. Through the stages deployment, the model can be adjusted and refined to maximize the positive impact on students.

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

* Narrative explanation

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

Yes

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) Library will be implemented in the Spring of 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 adoption of ICM at five sites. Stage Three will follow the succeeding school year (2015-2016), with deployment continuing at two sites. The fourth and final stage will be in 2016. In all secondary programs, we will deploy the necessary technology in place to implement the ICM on the proposed timeline. 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.
### Content standards - both academic and Career Technical - increasing the level of portability and making it highly replicable across the state.

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<tr>
<th>23. Describe the substantial value and lasting impact that the project hopes to achieve.</th>
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<td>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 surveying more and different, and focusing on relationships and the unpredictable, they will have the capacity to serve more students. While this impact will not be 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.</td>
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<th>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.</th>
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<td>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 &quot;College Ready&quot; 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.</td>
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<th>25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.</th>
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<td>* 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).</td>
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<tr>
<td>* 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.</td>
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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. |