<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>100</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>50,000.00</td>
<td>800,000.00</td>
<td>0.00</td>
<td>850,000.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>200</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>400</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>500</td>
<td>22,275.00</td>
<td>2,475.00</td>
<td>48,400.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>73,150.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>600</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>800</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>800</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>800</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>22,275.00</td>
<td>2,475.00</td>
<td>53,400.00</td>
<td>50,000.00</td>
<td>800,000.00</td>
<td>0.00</td>
<td>928,150.00</td>
</tr>
</tbody>
</table>

**Adjusted Allocation**: 0.00

**Remaining**: -928,150.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Transforming the Traditional Classroom: Performance Tasks, Personalization and Technology

2. Executive summary: Please limit your responses to no more than three sentences.

The Transformational Technology project will bring individualized competency-based, inquiry-based learning and student performance tasks into our middle school, high school and University of Akron classrooms through embedded professional development and student access to technology. There will be an increase in student achievement due to student engagement in high-interest and complex performance assignments and financial savings to the district through attainment of student computing devices. The project will bring additional resources into the classroom through increased teacher efficacy in the area of performance assessment, student achievement through competency-based pathways and by sharing the professional development with University of Akron pre-teachers, which benefit the students and the teaching profession as a whole.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2400 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Patricia Cleary

Organizational name of lead applicant
Barberton City School District

Address of lead applicant
479 Norton Ave., Barberton OH 44203

Phone Number of lead applicant
330-753-1025 ext. 13132

Email Address of lead applicant
pcleary@barbertonschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

BCSD is in School Improvement and is not meeting all indicators on the current OAA and OGT assessments. In a district in which 73% of students are economically disadvantaged, it is particularly important to be sure students have equal access to the highest level teaching strategies and be able to access the virtual world through technology. Transforming the Traditional Classroom (TTC) will address the problem of limited performance-based teaching in middle school and high school instruction in Barberton City School District (BCSD), as well as providing differentiated, personalized instruction to all students. In a district in which 73% of students are economically disadvantaged, it is particularly important to be sure students have equal access to the highest level teaching strategies and be able to access and utilize 21st century technology.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Through embedded PD during the school day and in the summer, teachers will learn how to use the Common Core State Standards in an inquiry-based format in order to better engage students in meaningful, relevant and high level instruction. PD will be provided by the Center for Secondary School Redesign (CSSR) under the direction of Joe DiMartino, that builds on work developed at Brown University. This project will allow students access to 1:1 computing in order to personalize their assignments, conduct research, gather data, and perform authentic tasks that will prepare them for college and career. While performance assessments are part of the CCSS accountability plan, we feel that the innovative way we will prepare teachers to use performance tasks, rich with technology integration, as a regular teaching strategy will increase student achievement. Technology integration will be an important component to bring career-relevant lessons to the classrooms. In addition, personalized instruction will occur when students use technology to branch out on their own inquiry-based project, or be part of a student team in which each member of a group has a different task that must be performed in order to solve a problem. PD will be provided by CSSR to teachers in grades 5-12 and our in-house academic coaches beginning in the summer. Teachers will continue the PD surrounding personalization and performance learning during their team planning time throughout the school year, culminating in a showcase of student exemplars at the end of the school year. This project will also include pre-service teachers from the University of Akron who currently are part of a collaboration effort between BCSD and the university. UA professors have conducted undergraduate education classes at BCSD for three years, providing authentic instruction as UA students are immersed in real classrooms. Barberton students have greatly benefited from this collaboration by having more individualized instruction and adult role models with which to interact. This grant will enable the UA students to participate in the PD that will be offered to BCSD teachers and will assist BCSD teachers on a daily basis to implement the inquiry-based strategies. The collaborative effort currently involves two university professors and 100 pre-service teachers. The Summit Educational Initiative (SEI), which has been previously involved with the BCSD and UA collaborative, will gather data and conduct an evaluation of the effectiveness of this project. SEI has been working with schools in Summit County for several years to point out, through data analysis of test scores, how to better increase student achievement and identify which students need intervention in order to be ready for career and/or college. This project will show a cost reduction for BCSD in technology spending that has been anticipated in the 5-year forecast. BCSD will also save costs on print materials, including traditional textbooks by going "paperless" in the classroom. PD in the use of student technology will be provided in an ongoing manner by our district academic coaches, who help teachers throughout the school day and provide PD after school. These coaches will enable teachers and UA students to learn how technology can enhance their daily lessons and student projects. Ultimately, students will show competency through performance, not just end of the year exams, which will better prepare them for college and career.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Raising student achievement in reading and math is the first goal within the BCSD Ohio Improvement Plan. The TTC project will be one more tool to help us motivate students in grades 5-12 to learn rigorous content in a way that will lead to higher student achievement and college/career readiness. Student mobile devices will allow students to prepare for their lives after high school and will enable more personalization of instruction. The TTC project will enable the BCSD academic coaches to team with CSSR's PD providers to continue to move the district and UA pre-service teachers forward by including the performance task approach to personalized instruction with integrated technology instruction and resources. The project will target instruction in reading, math, science and social studies. BCSD's demographics show that 73% of students are economically disadvantaged, yet we scored an A in the overall student growth measure on the 2013 State Report Card. We believe this shows that our current method of delivering PD has been effective and will continue to drive student
Achievement upward. However, BCSD's grade for test indicators was a D. This indicates that BCSD must increase the rigor of instruction and raise expectations for students in order for them to be ready for college and careers. CCSS will provide the initial PD in performance-based instruction. BCSD coaches will support and extend the PD for years to come, embedded in the school day, after school and in the summer. UA students will be included in all PD in order to enrich the profession, wherever they eventually teach. SEI will collect formative and summative data that will allow us to see if the project is truly increasing student achievement.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

BCSD can save money on future technology purchases over the next five years if this grant is obtained. This will save the district general fund dollars, which will have to be expended if we do not get the grant. The technology will also allow savings in future textbook and other print materials for classroom use. The PD received by teachers and coaches will be shared with educators throughout BCSD and the UA and will be sustained by BCSD's in-house academic coaches.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The project will allow classroom teachers to have more enrichment and intervention strategies in their "toolbox" to reach the needs of all students, whether they are gifted or disabled, thus lessening the use of outside service providers. The BCSD has been using the Ohio Improvement Plan to guide its strategic goals, strategies and action steps since 2008. This project fits well into Barberton's OIP and it will be monitored by the District Leadership Team using the IMM tool. The project also aligns with Race to the Top initiatives because teachers are using CCSS and formative assessments daily. Performance assessment is an area that BCSD has not focused on thus far, but this project will help fill that need and help students prepare for college and career. By having 1:1 computing capabilities, students will have more resources at their fingertips when engaging in inquiry-based projects.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

The TTC project will enable shared PD between BCSD and UA, thus saving costs to both organizations. UA also realizes overhead savings since the UA classes are taught only at BCSD, not on the college campus. The UA students are at BCSD 5 days a week, but the UA professors are there 3 days per week, hence UA students are also being taught by veteran BCSD teachers on an everyday basis as they work with students in classrooms. Pre-service teachers will be better prepared at an overall lower cost to UA and no additional cost to BCSD. The academic coaches already employed by the district will provide ongoing PD to teachers and pre-service teachers in subsequent years and will allow for new cohorts of pre-service teachers to receive the training each year.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

928,150.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

1. Professional development provided by CSSR, 16 days @ $1200 per day (2 instructors) and estimated travel expenses = $48,400 (PD purchased service) for 123 certified BCSD employees and 50 UA pre-service teachers. 2. Stipends for 3 August days of PD for 50 teachers = $24,750 (PD salaries/benefits). 3. Student computing devices, such as chrome books, 1700 devices, plus charging carts and operating software = $850,000 (instructional supplies/capital outlay). 4. Data collection and program evaluation performed by Summit Education Initiative = $5000 (support purchased service). Other funds that support the project: Title I, academic coaches - $146,000, Title I School Improvement, academic coaches - $110,000. BCSD previously received grants from the Barberton Community Foundation and eTech for 700 student mobile devices. These grants have helped reduce the number of devices needed by this grant request to give Barberton Middle School and Barberton High School 1:1 capability. Title I, and School Improvement grants have funded three academic/technology coaches and previous teacher PD. The coaches deliver embedded PD on best-practice instruction, including all required PD for Race to the Top: Common Core curricula development, OTES/OPES, teacher-based teams and formative assessments. The coaches will work side-by-side with CSSR during PD offerings in order to sustain and reinforce the training into the future with ongoing support and trainings. BCSD is committed to continue the employment of academic coaches through state and federal grants, not general fund. This will enable BCSD to sustain the "train the trainer" model of PD for beyond five years.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

BCSD does not anticipate new or recurring costs in order to continue the project. The professional development through CSSR will not need to be repeated. Our internal academic coaches and teachers will expand future PD needs. These coaches are paid by Title I and School Improvement funds. The technology purchases will not need to be refreshed for at least five years. Minor repairs and enhancements will be part of our current technology maintenance expenses. BCSD is fortunate to house a Career Tech program in computer technology in which students, under the direction of the teacher, maintain much of the present technology in the district. BCSD also employs adult technology experts for more sophisticated technology problems.

14. Will there be any expected savings as a result of implementing the project?

Yes

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

270,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why.

BCSD will see savings of $850,000 over 5 years because it will not be necessary to spend general fund dollars on student technology devices. This expense has been budgeted in our 5 year forecast, knowing that the technology is urgently needed, not just for instructional use, but also to facilitate the PARCC assessments that students will be expected to take in 2015. If BCSD can attain a 1:1 ratio for students to devices, the district will also save funds on textbook purchases and other print materials in the future. Current textbooks in math, science, social studies and language arts in the district are approximately seven years old. The life-span of a secondary text book is approximately 5-7 years. If BCSD replaced all textbooks in math, science, social studies and language arts in grades 5-12 (2400 students) at a rate of $100 per book, the expense would be $960,000 or 192,000 per year for five years. In addition, software and e-books are allowable purchases through Title I funds, so general fund money would not have to absorb software and e-book costs. The district will also save money on rebinding fees.
for old, worn books. To summarize savings to BCSD: −$850,000 in technology purchases over 5 years = $170,000 per year ($960,000 in text book/print materials over 5 years = $192,000 per year. With knowledge that we may not always have enough Title I funding for all e-book needs, we concede that $192,000 savings may not be realized, so of $100,000 savings will be estimated.) −$500,000 for textbook expenses over 5 years = $100,000 Total district savings = $1,350,000 or $270,000 each year for 5 years.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your FinancialImpact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

BCSD does not anticipate new or recurring costs within the timeline of the project. This project revolves around changing the culture of teaching, learning and assessment in BCSD and UA. Our teachers are fully ready to engage in instructional strategies that challenge students and raise the bar of achievement, but they need training and piloted implementation in order to obtain the efficacy to be successful. Once initial professional development has been offered in the summer to teachers in Barborton Middle School and Barborton High School by CSSR, the PD will be sustained and extended to the faculty and UA students by the BCSD academic coaches. The three day August institute will kick-off the subsequent PD that will occur during the 2014-2015 school year by BCSD staff; there will be no further cost to the district, as the coaches are paid through Title I and School Improvement grants. The cost of the initial PD, delivered by CSSR will not need to be repeated, just reinforced and extended through embedded coaching. The technology purchases will be sustainable for at least five years at a savings of $850,000 to the general fund. BCSD will not use general fund for additional purchases of student devices for students in grades 5-12 for the next five years. This technology will lessen the need for district purchases of textbooks and other print materials, at an estimated savings of $500,000 over five years. BCSD has on-site tech support that will be able to service the technology and keep it in the hands of students. The project purchases will save the district general fund dollars that was budgeted for student devices in order to prepare for the PARCC assessments in 2015.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 6-1-14 to 8-15-14

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Communication has already begun with the Barborton Board of Education, BCSD and UA administrators, Barborton Education Association, District Leadership Team and academic coaches regarding the TTC project. They are aware of our proposed grant application and support its implementation. If awarded the grant, communication will continue with staff members, parents, students and community members. BCSD will explain the goals of the project during the June regular meeting of the Board of Education, articles on the district website, staff and parent emails, and articles in the local newspaper. We will also communicate the project’s goals with the BCSD Family and Civic Engagement Council, headed by two Board of Education members. The Superintendent, Director of Curriculum, and building principals will meet with teachers in grades 5-12 to discuss the upcoming PD, answer questions and get input regarding implementation before school is out on June 6. Planning for purchases of technology will begin June 2014. Bids will be requested from vendors and the technology department will submit suggestions to teacher teams and administrative staff. Student mobile devices and charging carts will be ordered, imaged, inventoried and readied for student use during the summer. Communication between BCSD, U of A, CSSR and SEI will continue if the grant is received. A tentative implementation, PD and evaluation plan has been discussed as this project has been conceived, and details will be fine-tuned prior to full implementation of the project.
A possible barrier to this project will be resistance to change by teachers. To overcome this possibility, CSSR can show teachers case studies from a previous project with thirteen schools that was highly successful (New England Network for Personalization and Performance). In past projects, BCSD teachers have been very receptive to new teaching strategies, Race to the Top requirements and the use of technology integration. We are confident that any resistance will be minimal, but we will plan for it nonetheless. A possible barrier would be the increased workload on our technology staff. If that occurs, we have an agreement to purchase extra technology hours with a technology outsourcing company, Smart Solutions. These hours for technical support have already been budgeted, but not expended; therefore there will not be an extra cost to the district.

18. Implementation - Process to achieve project goals

* Date Range 8/18/14 to 6/30/15

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Implementation of the professional development will begin August 18, 19 & 20, 2014. CSSR will train representative core subject teachers in grades 5-12, UA pre-service teachers and BCSD academic coaches. The training will focus on personalization of instruction, performance activities and assessments and technology integration. Academic coaches will be included in the training in order to help teachers begin to implement strategies within the classroom and pilot performance assignments. The CSSR training will continue in October, 2014 and January, March and June, 2015 to follow-up with teachers during their team planning time. The technology coach will offer PD to teachers on using the student devices and how to integrate this technology into daily instruction. She will offer PD during teacher team planning time and in after school technology classes. The tech coach will also be available during the school day to teachers who need individual help in their classrooms. A 2-day institute for all teachers in grades 5-12 and UA pre-service teachers will be scheduled for June, 2015. Lead teachers, UA professors, academic coaches, Director of Curriculum, Superintendent and CSSR will lead the institute, but the focus will be an exhibition of teacher and student work during the past school year. Teachers will share lessons learned as they have piloted strategies implemented through the project with the help of CSSR and the academic coaches. The Superintendent will communicate monthly with the Board of Education, staff, parents and the Family and Civic Engagement Council with updates regarding the progress of the project. The updates will be in the format of BOE presentations, staff and parent emails, and articles posted on the district website, social media and the local newspaper. These updates will be written in conjunction with UA, CSSR & SEI.

* Anticipated barriers to successful completion of the implementation phase.

A possible barrier to successful implementation of this project is that teachers may think they do not have enough planning time to make changes to their instructional strategies. CSSR has worked with building and district leadership teams this spring to create flexible scheduling that allows for greater teacher professional development time next school year and more common planning times between middle school and high school staff. Another possible barrier to this timeline will be inclement weather in January and March, so alternative dates will be proposed for the scheduled PD with CSSR.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 8/26/14 to 8/30/15

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

SEI will make visits throughout the school year to observe the project and collect data. They will create electronic surveys for all stakeholders, including BCSD staff and students, UA staff and students and parents to gauge the effectiveness of the project. BCSD and SEI will collect data on formative assessments given by teachers who pilot the project to ascertain if there is any immediate effect on student learning. They will also analyze MAP scores collected three times during the school year to see if there is a significant rise in student achievement in language arts and math. SEI will prepare a final evaluation of the project at the end of the implementation stage to show the project's effect in both qualitative and quantitative measures. BCSD, in consultation with, UA, CSSR and SEI will look critically at the evaluation data that is obtained. If predetermined outcomes are not seen in the initial implementation of the PD and technology roll-out, or unexpected barriers to the project are found, plans will be made to adjust the future implementation to better support the initiative as it goes through the 2014-2015 school year. Use of Title I funds and School Improvement funds will assist us if we have unforeseen expenses for additional PD. At this point, however, we feel that we have adequate capacity through our teacher leaders and academic coaches to support the project without further expense. The Superintendent will report the evaluation results to the Board of Education, staff, parents, Family and Civic Engagement Council, District Leadership Team as well as our collaborative partners in the project. The DLT will also monitor results via the IMM tool in the CCIP. Communication will take place in face-to-face meetings, email and website messages and articles in newsletters and the local community newspaper.

* Anticipated barriers to successful completion of the summative evaluation phase.

The only barrier to the summative evaluation that can be foreseen is that it will only encompass one school year. This project will just be in the initial stages during the 2014-2015 school year. The true evaluation of effectiveness is not expected until teachers and students have several years to implement the personalization and performance practices that this project will bring to BCSD and U of A. We expect to see an increase in student achievement each year going forward, as teachers get more practice with the new teaching strategies, CCSS and technology integration. We expect to see an increase in student achievement each year going forward, as teachers get more practice with the new teaching strategies, CCSS and technology integration. Analysis of all test scores, formative, summative and standardized assessments will continue to happen by the District and Building Leadership Teams, giving us quantitative data for over five years. BCSD will continue to survey parents, students and staff for qualitative data after the 2014-2015 school year using free survey software, such as Google Docs.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes
The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Using ideas suggested by Ted Sizer’s Coalition of Essential Schools, members of the New York Performance Consortium report past success using the same approach as the Personalization and Performance as Learning project. The New York Performance Consortium’s College Performance Study: http://performanceassessment.org/consequences/collegeperformancestudy.pdf relates college success rates are very high for students who have been exposed to performance strategies, student choice and inquiry-based learning. With the help of CSSR, BCSD will take advantage of innovations that have demonstrated positive results for increasing college going rates and college success and combine that with the proven benefits of creating competency-based, "move on when ready" initiatives in a number of middle and high schools in New England. Demonstrating mastery of competencies will take advantage of performance assessment practices generated by the Ohio Department of Education.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Dr. Matt Deevens of Summit Education Initiative, 120 E. Mill St, Akron OH 44308, mdeevens@seillustr.com, 330-535-0242, will submit an evaluation that will address the overall effectiveness of the TTC project in June, 2015. This evaluation will be presented to the Board of Education, and will be communicated to all stakeholders via the district website. SEI is an external organization. Internally BCSD will continue to monitor and evaluate the increase in student achievement through use of the IMM tool in the CCIP. The DLT and BLTs will analyze student data and to determine the effectiveness of the performance-based teaching strategies.
BCSD and SEI will track standardized testing data, such as OAA, OGT, and NWEA MAP, to check for increased student achievement as compared to previous years. We will also continue to analyze test data throughout the next five years with the expectation of increased student achievement in core content areas. Graduation rates from Barberton High School in future years will be monitored for an increase. College attendance and retention will be analyzed through the National Clearing House data that is supplied to us through SEI. Non-academic barriers to success, such as discipline occurrences and attendance will be tracked as well. Qualitative data will be collected through surveys created and distributed by SEI which will collect responses of BCSD teachers, students, parents, and U of A faculty and students. Teachers in grades 5-12 will be polled to determine the quality and teacher satisfaction of the professional development sessions that will occur August through June, 2015. Teacher surveys will also be given to ascertain the increased efficacy of BCSD teachers and U of A pre-service teachers in their abilities to shift instructional strategies and the increased use of technology after they have tried out these strategies in the classroom. There will also be surveys to track the opinions of students and parents in regard to their increased engagement and satisfaction with the performance-based teaching strategies and use of technology.

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

If results from the test data and surveys show that progress is insufficient, BCSD and its partners in this project will make necessary changes to PD or implementation of the project in order to assure success of the program within the goal boundaries of increased student achievement and cost savings. We will examine exit ticket data from PD to determine if the sessions are clear and competently delivered. Teacher observations and walk-through data will determine if teacher implementation is at fault. We will also look at non academic causes of insufficient progress, such as student absenteeism and the effects of poverty. When reasons for poor results are discerned, interventions will be made respective to the issue.

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

* The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

BCSD predicts a cycle of improvement in student academic achievement by creating a school culture that is more student-centered, has high expectations for cognitive tasks, and teaches “grit” and perseverance which will lead to college and career success. This project will also lead the way if Ohio becomes part of a growing nation-wide movement to replace “seat time” required of the traditional Carnegie unit to a competency-based awarding of high school credits. The competency-based model will allow students to graduate when they have shown mastery, sometimes through performance assessments, in high school coursework. This will allow students to move on to post-secondary work when they are ready to move on, not just relative to how much time they have spent in school. Through 1:1 computing, teachers will be able to personalize instruction for students. Students will use 21st Century skills to solve problems at a more efficient and higher-level manner than traditional paper/pencil/textbook assignments. They will also learn advanced applications and technology generated communications systems that they will need for college and career. For at least five years, BCSD will be able to save costs incurred for student technology purchases and print textbook adoptions. The funds originally budgeted for these expenses can be saved to allow more years without putting an operational levy on the ballot for our local homeowners. Through the use of common core aligned competencies, inquiry-based instruction and performance tasks, we will be able to engage students in deeper learning experiences. Our ultimate vision is that there will be an annual Student Exhibition of Competency for all tenth and twelfth grade students in which students can really show what they know, not just pass tests. The project also hopes to impact Northeast Ohio by helping UA prepare pre-service teachers for high-level teaching and learning. By establishing a Barberton Professional Development Center for educators in the area, BCSD and UA can extend this learning to districts and universities that wish to attend future PD endeavors.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

24.1. Student Achievement

Within five years, we hope to raise standardized test scores, including the new generation of assessments, ACT and SAT by at least 10%. We envision that this project will increase the graduation rate at Barberton High School by at least 5%, because students will not be disenchanted by some of the traditional barriers that currently dissuade students from completing high school, such as Carnegie seat hours, and an impersonal school culture that does not serve the individual needs of all students. We believe that the project will also increase college attendance and retention rates of BCSD graduates by 10%, since students will be more prepared for the rigors of post-secondary work and in many cases students will leave BCSD with a number of college credits already earned through post-secondary options and dual credit. Because of the increase in student engagement, we also hope to decrease truancy and discipline referrals at BCSD by at least 10%. Data analysis of these benchmarks will be collected and analyzed by Summit Educational Initiative and shared with all stakeholders. Exposing pre-service teachers to this project will ensure that the next generation of teachers will be ready to fully engage students in high-level learning opportunities. Through the BCSD and UA Collaborative, teachers and pre-service teachers will work cooperatively to learn new strategies and help students master the CCSS. BCSD students will get more individual attention because they will not only have BCSD teachers to facilitate their learning, but also UA students.

24.2. Spending Reduction in the five-year fiscal forecast

Spending reductions - The project will initially save the district $850,000 in expenditures for student mobile devices. Over the next five years, we anticipate a reduction of $500,000 in textbook and materials purchase because of the use of technology for a total of $1,350,000 or $270,000 per year. Costs related to software or e-books can be allocated through Title I or private grants; these grants presently cannot be used for textbook purchases. Also, this project will provide initial professional development which can then be replicated for years to come in
the district by academic coaches and teacher leaders. The BCSD academic coaches are paid for with Title I and School Improvement funds, not general fund. We also hope to establish a Barberton Professional Development Center, in which our teachers and coaches can teach sessions, at a reasonable tuition, to other area schools and districts in Northeastern Ohio, thus generating a source of income for future initiatives.

* Utilization of a greater share of resources in the classroom
With this project, we expect to be able focus resources in the classroom by keeping teachers in the classroom and the district as they are learning new teaching strategies. UA pre-service teachers will learn right along with BCSD teachers and contribute to small group instruction to benefit students. The project will result in an increase in teachers' abilities to deliver personalizing instruction and performance-based classroom activities. BCSC students will experience an increase in learned 21st Century Skills, that will include technology skills, cooperative problem solving, and critical thinking aligned to the CCSS. The increase in student mobile devices will help student access more educational resources and coursework online.

* Implementation of a shared services delivery model
UA pre-service teachers will be better prepared to teach a rigorous, competency-based curriculum by participating in PD that will be provided by CSSR and BCSD academic coaches at no additional cost to them or to the university. The TTC project will enhance the present collaboration between BCSD and UA in a more cost-sharing way than the two institutions have experienced previously.

* Other Anticipated Outcomes

<table>
<thead>
<tr>
<th>25. Is this project able to be replicated in other districts in Ohio?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Yes</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response
This project can easily be replicated in other districts if the administration and teaching staff are willing to change the traditional culture of secondary schools and consider the idea of competency-based assessments and course credits. BCSD hopes to develop, in the future, the Barberton Professional Development Center in which BCSD and U of A staff can train teachers in other districts using the strategies that have been created through this project. Districts will need to continually increase their student computing devices, so it makes sense to introduce the PD outlined in this project to help classrooms truly become 21st Century learning environments. The assumption is that many districts will increase their technology and infrastructure due to the PARCC assessments that begin in 2015, so technology upgrades are mostly likely budgeted into most schools’ forecasts. The TTC component of shared services and collaboration can be replicated in any district who seeks a partnering university that is willing to teach university education classes within the walls of a middle or high school. It takes planning and unselfish dedication to make this collaboration work, but it can certainly happen in other districts.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, Patricia Cleary
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
</tr>
</thead>
</table>

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold</td>
<td>Foster</td>
<td>330-607-0462</td>
<td><a href="mailto:hmf@uakron.edu">hmf@uakron.edu</a></td>
<td>University of Akron</td>
<td></td>
<td>178 Honors Complex, Akron, Ohio, 44325</td>
<td></td>
</tr>
<tr>
<td>Joseph</td>
<td>DiMartino</td>
<td>401-828-0077</td>
<td><a href="mailto:joedimartino@cssr.us">joedimartino@cssr.us</a></td>
<td>Center for Secondary School Redesign</td>
<td></td>
<td>621 Wakefield St., West Warwick, RI, 02893</td>
<td></td>
</tr>
<tr>
<td>Matthew</td>
<td>Deavers</td>
<td>330-535-0242</td>
<td><a href="mailto:mdeeviers@seisummit.org">mdeeviers@seisummit.org</a></td>
<td>Summit Education Initiative</td>
<td></td>
<td>120 E. Mill St., Suite 303, Akron, OH, 44308</td>
<td></td>
</tr>
</tbody>
</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia</td>
<td>Cleary</td>
<td>Superintendent</td>
<td>Mrs. Cleary will lead a team of BCSD personnel to plan and implement this project. The team will be responsible for maintaining the timetable, scheduling PD and monitoring the project activities. The team consists of the District Leadership Team, Building Leadership Teams at Barberton Middle School and Barberton High School, which include the building principals and teacher representatives from all grade levels, parents; Superintendent Cleary; Dr. Shelly Habegger, Director of Curriculum; Phil Hodanbosi and Jennifer Sutton, academic coaches, Michele Gasser, technology coach. The leadership team will meet monthly to monitor the implementation of the plan and communicate progress to all stakeholders.</td>
<td>Mrs. Cleary has been Superintendent of BCSD for two years. Prior, she served as Asstant Superintendent and Director of Curriculum at BCSD. She has led the District Leadership Team beginning in 2008, as they were chosen as a pilot district for the SPDG initiative, which later became the OIP process. She has also led the district through the Race to the Top grant writing and implementation.</td>
<td>Mrs. Cleary, along with teachers and administrators in both buildings, have implemented numerous state and private competitive grants in the past, including three eTech grants, Formative Assessment Middle School (FAMS) grant and Race to the Top. The teachers in grades 5-12 currently have PD time each week with the academic coaches. They have developed curriculum, created formative assessments, learned technology integration strategies and developed student-led conferences (grades 9 &amp; 10).</td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td>Deevers</td>
<td>Senior Research Associate, Summit Education Initiative</td>
<td>Dr. Deevvers and Summit Education Initiative (SEI) will collect data and monitor the project during the planning and implementation phases, and then do a summative evaluation of the progress and effectiveness of the project.</td>
<td>Dr. Matthew Deevvers joined SEI on August 1, 2012 as our Senior Research Associate. He earned his Doctor of Philosophy in Urban Education from Cleveland State University in 2010. Matt specializes in learning theories, motivation, program development, and program evaluation. Matt began his career as a high school English teacher and assistant principal. Later, he played a leadership role in several northeast Ohio school districts as a director of curriculum, instruction, assessment, and professional development. Matt has been involved in educational policy.</td>
<td>Summit Education Initiative exists to help Summit County schools achieve excellence, beginning with kindergarten readiness and ending with post-secondary education. - SEI collaborates with education stakeholders to forge improvements across Summit County - SEI identifies and ensures the Summit County education system benefits from the best solutions to its challenges - SEI uses its expertise to help Summit County educators better leverage their capabilities - SEI builds awareness and support among stakeholders for ongoing engagement and investment in Summit County education - SEI tracks and publicizes results As a facilitator for quality education in Summit County, primarily through its Cradle to Career Alliance (formerly known as P-16 (primary through secondary education Council) SEI provides data and research expertise to define issues, support resource development, and inform policy and practice.</td>
<td></td>
</tr>
</tbody>
</table>
initiatives throughout his career. - SEI augments school districts' grant writing capacity, pulling together districts' expertise and coordinates multi-stakeholder applications - SEI engages civic and business expertise to support education in and out of the classroom - SEI supports educators' professional development aligned with its education priorities Using data, local knowledge and national best practices, SEI helps prioritize needs and identify practical, innovative solutions, engages educators and administrators to drive problem solving, and focuses on systemic impact.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold</td>
<td>Foster</td>
<td>Distinguished Professor of English Education, U of Akron&lt;br&gt;Dr. Harold Foster Distinguished Professor of English Education from UA will be responsible for scheduling pre-service teachers from the College of Education into his Instructional Techniques university class, which meets each day at BCSD. He will assist BCSD teachers to implement the project in BHS and BMS classrooms and will also provide research-based instruction to UA pre-service teachers and BCSD teachers at no cost to BCSD. Dr. Foster has been a professor of English education at the University of Akron for 35 years. He has presented professional development sessions at state and national conferences. He was named a Distinguished Professor in 2009 by the university. Dr. Foster and Dr. Brad McGuth, Professor of Social Studies Education have been working collaboratively with the BCSD staff for three years. Drs. Foster and McGuth actually teach their UA classes at BHS and their college students experience authentic learning as they are immersed in a real high school setting. This University of Akron was awarded the National Aspire Grant this fall from AT&amp;T for $25,000 based on the innovation and excellence of the collaborative program. The grant funds will be allocated solely to the BCSD and UA program.</td>
</tr>
<tr>
<td>Joseph</td>
<td>DiMartino</td>
<td>President, Center for Secondary School Redesign&lt;br&gt;CSSR will provide two facilitators to lead the PD in personalized and performance-based instruction. Joe DiMartino, President of CSSR will be responsible for implementing the PD during the summer and throughout the school year. The Center for Secondary School Redesign, Inc. (CSSR) is a provider of ground breaking technical assistance to support both policy change and change leadership at the state, district, and school level leading to a richer secondary school experience for all youth. Joe DiMartino, CSSR's President has been identified by ASCD as the leading expert for personalizing learning in secondary schools. Utilizing a school change coach model, CSSR has collaborated with numerous states, districts, and schools to implement various change initiatives. CSSR provides technical assistance, professional development, strategic planning, research, and support for schools and districts nationally. CSSR has been providing PD for the New England Network for Personalization and Performance and has provided substantial PD in high schools in New Hampshire where the State has mandated that course credit can no longer be based on seat time. The innovation for this proposal is the integration of a performance based approach with a competency based approach that will put students in charge of their own learning with substantial classroom support. CSSR worked previously with BHS to implement small school communities within the high school in order to increase personalization and provide an advisory program for students in grades 9 &amp; 10. They facilitated the initiation of student-led conferences and teacher-based teams in the high school. During the 2013-2014 school year, Race to the Top funded CCSR for training to enhance effectiveness of our teacher-based teams.</td>
</tr>
</tbody>
</table>