### Budget

Barberton City (043539) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (38)

U.S.A.S. Fund #: 466

#### Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** | 0.00  
**Remaining** | -569,125.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Education Flipped - Education at Our Students' Fingertips

2. Project Summary: Please limit your responses to no more than three sentences.
   Our goal is to provide students an environment that mirrors societal demands with rich curriculum infused with technology.

   This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.
   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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**4. Explanation of any additional students to be impacted throughout the life of the project.**

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

During the grant year, students in grades 5-8 will be directly impacted. Two things will happen during the subsequent years. First, students will be impacted as they move into the middle school. For example, next school year our current 4th grade students will be entering a technology rich environment as they become 5th graders at the middle school. The second item will be our 8th graders moving on to the high school. Our high school already has a 1:1 environment. These 8th graders will be bringing with them their skills and expectations for a blended learning experience. As result, by the 5th year of the grant a total of 2,189 students will be directly impacted. This total could be higher, it is our desire to replicate the benefits of this grant project to grades 3 and 4. This replication would include the purchase of student devices and professional development for our teachers and would add an estimated 570 students for a grant total of 2,759.

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

- First and last name of contact for lead applicant: Shelly Habegger, PhD
- Organizational name of lead applicant: Director of Curriculum and Instruction
- Address of lead applicant: 479 Norton Ave., Barberton, Ohio 44203
- Phone Number of lead applicant: 330-753-1025
- Email Address of lead applicant: shabegger@barbertonschools.org

**Community School Applicants:** After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

**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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

**B) PROJECT DESCRIPTION - Overall description of project and alignment with goals**

**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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

The district has invested 5 years researching and piloting different methodologies and devices in order to make a successful transition to a 1:1 computing environment. During this time, and with the development of our district’s strategic plan 2015-2020, we determined we needed to focus on increasing 6 core technology skills with our students to better prepare them for college and their subsequent careers. These skills include: (1) creativity and innovation, (2) communication and collaboration, (3) research and information fluency, (4) critical thinking, problem solving and decision making, (5) digital citizenship, and (6) technology operations and concepts. Our high school students have had computing devices for 3 months and this increased access to technology is already helping us in accomplishing our goals. These devices are transforming the way we educate our students. We have seen increases in organizational skills, confidence in technology, collaboration and most importantly, engagement in learning. The district’s strategic plan calls for this initiative to expand to additional grades levels in the next five years, if funding is available, with the ultimate goal of a 1:1 environment for grades 3-12. We want to accelerate that timeline so that a
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

This grant would grow our 1:1 environment to include grades five through eight in the upcoming school year. Every student in those grades would have a Google Chromebook for use in the classroom as well as at home. The goal is for the instruction that requires research, project creation and group collaboration will be done on the Chromebooks. However, there will be times when students will close the computer and interact in traditional ways. The initiative will require our parents to attend an informational meeting and encourage them to participate in additional parent technology workshops that we will offer at times that meet their needs. These meetings will explain the care and expectations of Chromebook use at home. The additional parent workshops will introduce them to the skills and web tools their own students are using both in school and at home (e.g. Google Classroom, Flipped classrooms, EasyTech curriculum, MyAccess Writing). The initiative also includes personalized, on-going professional development for our teachers through Learning.com modules, Professional Learning Communities (PLCs), an in-house technology integration coach, and summer technology sessions. Through this grant initiative we will be giving our students a high level of 21st Century skills and resources to help them be successful, whether they choose a college or career path in life.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The overall goal of the grant is to provide our students with the necessary skills and content knowledge their college and subsequent careers will demand. Specifically, this grant will focus on academics and technology integration by increasing proficiency rates in (1) academic knowledge and understanding as measured by our school report card and the Measures of Academic Progress (MAP) assessment, (2) writing and writing quality as measured by the systematic evaluation tool embedded in the My Access writing program, and (3) technology skills as measured by a pre and post 21st Century Assessment.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

This grant believes two major assumptions to be true. The first assumption is the technology needs to be integrated into our subjects and not treated as a stand alone course. Technology is becoming inherent in our everyday lives. We believe it should be infused in all content areas when appropriate and beneficial so as to mimic the realities our students will face within their careers. The second assumption is the use of technology creates motivation and increased engagement for our students. Motivation and engagement serve as the cornerstones to true learning. We believe as students use technology to create, collaborate, communicate and problem solve within the academic context, they will develop a deeper understanding of content and also develop the skills to apply understanding to authentic situations.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

We have had, and still have to a degree, the traditional computer class as part of a student's schedule. In computer class, basic computer and keyboarding skills are taught with the occasional online presentation that ties to content with content they are learning in another class. At best, this avenue develops basic computer skills and minimal connections to content. We have experienced cross-curricular technology infused learning when we have had the technology to make it successful. For example, our eighth grade students are active participants in a Holocaust project involving all four core subjects. The amount of content knowledge, retention of learning, collaboration, content integration, student engagement and excitement, during this project is an educator's dream. Our students' innovative technology-based presentations serve as our insurance we are on the correct path toward success. Having access to digital devices to research information, collaborate, design and organize learning is essential to the Holocaust project. Having only two Chromebooks carts of 30 devices in a building of 1300 students, make this type of teaching and learning the exception, not the norm. We need to do more for our students. The U.S. Department of Education released Transforming American Education: Learning Powered by Technology (2011). Karen Cator, director of the Office of Educational Technology, highlights the plan and the national vision for schools. "As we transition to a digital learning environment and each learner has his or her own device, we will be able to facilitate personalization, participation, interaction, and collaboration-with people who might be right there in the classroom or people who might be across the world. In this digital learning environment, we'll incorporate cognitive tutors and integrate simulations, visualizations of complex math and science concepts, videos, and animated demonstrations. And we need to make sure the environments are fully accessible to all students."

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

This grant will measure progress towards our student achievement goals of increasing proficiency rates in (1) academic knowledge and understanding, (2) writing and writing quality, and (3) technology skills. Academic knowledge and understanding will be measured by student scores on the State of Ohio Tests in the four core content areas and the Measure of Academic Progress (MAP) assessment which is given to all of our students three times each year. Writing and writing quality will be measured through the systematic evaluation tool embedded in My Access writing program. Technology skills will be measured by a pre and post 21st Century Skill Assessment.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Our baseline has already been established for Ohio State Tests. Scores will be analyzed at each grade level with the release of the Spring
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

There are several monitoring points already established or built into the grant: tech leadership and curriculum meetings twice a month, technology coordinators meeting once a month, teacher team meetings daily, curriculum and technology based professional learning community meetings twice a month, and the assistance of a full time technology integration coach. We have a strong desire for this grant to be successful, and most importantly for our students to be successful. If the grant does not go according to plan or our initial expectations are not met, we will stop, reflect and adjust accordingly. For example, if, for some reason, we find the devices are creating engagement and motivation, but we are not seeing the achievement gains anticipated, we will investigate by examining lesson plans looking for key components to change and making certain standards are followed for each grade level. Specific topics of investigation could be differentiation and prior knowledge.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

The overall goal of the grant is to provide our students with the necessary skills and content knowledge that their college and subsequent careers will demand. While achieving these means, we can also reduce spending in the 5 year forecast: (1) cost saving as we transition from traditional textbooks to digital resources for teaching and learning, and (2) cost savings in the use of paper as we transition to more of a paperless classroom, and (3) cost savings in energy as we dismantle two computer labs.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

This goal was set with two assumptions in mind. First, digital resources are equivalent to or better than previously purchased textbooks. The second assumption is students and teachers will move towards a paperless classroom due to the accessibility of the Chromebooks and the use of Google Classroom and Google Docs.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

At the beginning of this school year, SY 2015-2016, our high school went to 1:1 computing using Chromebooks and Chromebook carts. In researching and planning this move, curriculum and digital resources were reviewed. Online textbook licenses were purchased for the American History and Algebra courses. Even though, it has only been a few months, our teachers and students are using these resources. Our teachers like the accessibility of the extension and remediation activities. Because it is online, teachers are able to assign these different activities to different groups without the rest of the class being aware. Our history teachers like the current events and news feeds that are accessible through the online licenses. Because history is always evolving, traditional history textbooks are out of date before they arrive in the building. The online licenses have current news links from around the world, access to virtual museums and historical archives. These resources have proven to be superior to the traditional hardbound textbook. The high school also purchased an online writing program, MyAccess, for the English Language Arts classes. The goal is to increase the quantity and quality of students’ writing. After just 2 months working with the program, our students overall average holistic score went from a 3.0 to a 3.6 on a 6.0 scale. The second assumption of using less paper is also starting to be realized with the high school implementation. Teachers are beginning to use online classroom formats such as Google Classroom to manage their course. Teachers are able to post assignments, post web links and videos, provide individual feedback, conduct record keeping and grading, and communication with students through an online format without the use of paper. In fact, we have currently have four teachers who have completely went paperless, and more teachers asking for more professional development on Google Classroom and Google Docs.

d. How should you prioritize your effort towards the primary goal, and why?

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

We can reduce spending in the 5-year forecast in three ways: (1) cost saving as we transition from traditional textbooks to digital resources for teaching and learning, (2) cost savings in the use of paper as we transition to more of a paperless classroom, and (3) cost savings in energy as we dismantle two computer labs. The first item is in textbook costs. Each year we are purchasing hardbound textbooks at an estimated cost of $100 per book. We cycle textbook adoptions, so each year we only have one subject textbook purchase a year. For example FY19, we would adopt social studies textbooks, FY20 science textbooks, FY22 health textbooks. With this cycle in place, we generally spend $130,000 a year with middle school textbooks ($100 a book x 1300 students). With the access to chromebooks at school and home, we can purchase on-line subscription for the textbooks instead of the hardbound book. The cost of an online subscription is good for 6 years and generally runs $75 each. This is a cost saving of $25.00 per student ($32,500 for 1300 students). At the same time we will explore the use of free digital resources. The second cost savings will be in paper costs. We currently use a lot of paper. We calculated paper cost to be $24,960 (2 a sheet x 6 sheets a day x 160 days x 1300 students). With the use of Google Docs, Classroom, and Cloud
sharing, we can drastically reduce these costs. Students will receive their assignments and directions through a shared document in Google Classroom. Students will be able to create, share, receive feedback, and submit work digitally; no paper is necessary. The third cost savings will be achieved through energy costs. With the purchase of a Chromebook for each student, there is no need for the current two computer labs at the middle school. Those computer labs will be dismantled. This will reap a $1,577 energy savings a year ($26.28 energy expenditure X 60 computers).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

We are seeking a cost saving in three different areas: textbooks, paper and energy costs. The curriculum department will create a spreadsheet of textbook and curriculum resources purchases for the middle school in each subject area. This audit will include purchased made in the last seven years. As future curriculum purchases are made for the middle school, they will be added to the spreadsheet. This will create a simple cost analysis chart to determine textbook savings. We will also conduct a cost analysis with the paper and energy costs. The baseline data will be SY 2015-2016 statements. Those amounts will be compared to SY 2016-2017 and subsequent years. The analysis will occur at mid-point and ending points of the fiscal year. A chart titled, Barberton's Goal Chart, can be found in the uploaded attachments to help visualize our goals, method to achieve those goals and measure success.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

There are several monitoring points already established or built into the grant: tech leadership and curriculum meetings twice a month, technology coordinators meeting once a month, teacher team meetings daily, curriculum and technology based professional learning community meetings twice a month, and the assistance of a full time technology coach. We have a strong desire for this grant to be successful, and most importantly for our students to be successful. If the grant does not go according to plan or our initial expectations are not met, we will stop, reflect and adjust accordingly. For example, if paper cost saving is not being met, we will further investigate the use of paper in the classroom. Are the teachers not utilizing the online tools for posting assignments and submitting student work? Do the teachers need more professional development in this area?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

The overall goal of the grant is to provide our students with the necessary skills and content knowledge that their college and subsequent careers will demand. Specifically, this grant will focus on academics and technology integration. In the process of implementing the grant, a utilization of a greater share of resources in the classroom will be sought: (1) a larger adoption of blended learning methodologies such as flipped classrooms, Google Classrooms and online simulations, and (2) increased collaboration and participation in cross curricular projects.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

This grant believes two major assumptions to be true in the area of shared resources in the classroom. The first assumption is the more knowledge the teacher has about technology integration in their content area the more apt the teacher will be to implement its practices into their instruction. The second assumption is if students have access to content and learning at home through a Chromebook, they will indeed take advantage of this extended learning opportunity.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Great teachers help create great students. In fact, research shows (Wong, Hattie, Marzano, etc) an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators. It is imperative for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. It is for these reasons that Barberton City Schools have employed academic coaches for over 6 years. At the middle school, the academic coach provides weekly professional development embedded into the school day. Our teachers receive relevant and meaningful professional development alongside their team members. Together, they try new instructional approaches and are supported with a full time academic coach. Our coaching model has been published (Principal Leadership, Feb. 2011) and presented at the National Conference for Secondary School Administrators (San Francisco, Feb. 2011) and National Middle School Conference (Louisville, KY, Nov. 2011). Our teachers will try new practices and tools in the classroom, because they are given the time and support to learn them. The second assumption is if students have access to content and learning at home through a chromebook, they will indeed take advantage of this extended learning opportunity. Daniel Boffey (2011) has conducted several research studies with the same result, children without access to a computer in the evening are increasingly disadvantaged in the classroom. His research suggests 1.2 million teenagers log on to revisit pages every week and those using online resources were on average likely to attain a grade higher in exams. Our students are currently at a disadvantage, we need to level the playing field to insure their success.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

Barberton City Schools spend 70% of its budget on classroom instruction. The numbers breakdown to $8,345 per pupil, $5,841 of it on classroom instruction and $2,504 of it on non-classroom expenditures. As a result of this grant, we do anticipate instructional spending to decrease slightly due to the fact the expenses in the instructional function will decrease. As you will note in the Financial Impact Table, we have a sustainability saving of $35,185 during the five-year forecast. This is a saving of $9.5 per student ($35,185/ 3,686 students district-wide).

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
This grant will measure progress towards our goals within the area of utilization of a greater share of resources: (1) a larger adoption of blended learning methodologies such as flipped classrooms, Google Classrooms and online simulations, and (2) increased collaboration and participation in cross curricular projects. Both goals will be measured using the same means. Teachers will participate in professional learning communities (PLCs) with their grade level team members with the intent to create and plan the integration of new technologies and methodologies within their classrooms, reflect on their success, make changes to insure student success and share these ideas with their colleagues. The PLCs will meet twice a month and are supported by customized professional development and the assistance of a technology integration coach. The expectation is they will be trying something new at least once a month within their classroom. The technology integration coach will be maintaining a blog as an effort to inform and publicize all the different integration strategies happening within the building. Also, parents will be given a survey on how much their student is using the Chromebook at home and in what capacity. If teachers are not using the technology for curriculum purposes, it will be difficult for the parents to respond to the survey in a positive manner. The parent survey will also collect data on the effect of the increased technology access on items such as peer collaboration, organization, study habits, typing skills, and communication - our parents take an active interest in their student's learning. A chart titled, Barberton's Goal Chart, can be found in the uploaded attachments to help visualize our goals, method to achieve those goals and measure success.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
There are several monitoring points built into the grant: curriculum and technology based professional learning community meetings twice a month and the assistance of a full time technology integration coach, coach's blog, and a parent survey. We have a strong desire for this grant to be successful, and most importantly for our students to be successful. If the grant does not go according to plan or our initial expectations are not met, we will stop, reflect and adjust accordingly. For example, if teachers are not creating projects where students are collaborating and presenting knowledge learned, we will investigate why. Do the teachers need more sample projects, more authentic problems to try in their classroom, or more time to collaborate as a teacher team?

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

a. New - Never before implemented
b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
c. Replication - Expansion or new implementation of a previous Straight A Project
d. Mixed Concept - Incorporates new and existing elements
e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

**C) BUDGET AND SUSTAINABILITY**

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)
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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

569,125.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget. Responses should provide a 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.

The budget of this project includes three primary components: curricular and instructional needs ($345,800), professional development needs ($216,700), and family communication needs ($6,625). In the component of curricular and instructional needs, Chromebooks will be purchased for each student in grades five through eight. The cost of $320,000 will include the devices, bags and insurance for 1,300 students. Online assessments and curriculum will also be purchased. MyAccess is an online writing program with a cost of $20,000 for a 2-year license. Learning.com and EasyTech curriculum will provide pre and post assessments and curriculum aligned to the core technology skills we desire for our students. These two services have a combined cost of $5,800 for building site licenses. In the component of professional development needs, a tech integration coach will be hired at an estimated amount of $93,200 for salary and benefits. The plan is to place a current and experienced teacher on special assignment for a year. The project includes the payment of 100 teacher stipends for intensive summer and after school professional development at a cost of $100,000. Our teachers will also actively engage in professional learning communities throughout the school year. In addition to the technology integration coach, online professional development assessments and training will be purchased for our teachers for $5,000, while $20,000 will be budgeted for outside respected consultants. Those consultants may include: WVIZ for flipped classroom training, Summit County ESC for science and social studies specific content needs, curriculum experts for math and language arts programming, Ohio STEM Learning Network (OSLN) Akron Hub for technology integration and problem-based learning, and Code.org for local workshops. The third component in the budget is for family communication needs. The grant desires to hold a parent informational meeting followed by a series of technology workshops that will inform our parents on what they might expect to see from their child at home (e.g., Google Classroom, flipped classrooms, EasyTech curriculum). The grant has budgeted $5,625 for salary and benefits for a teacher to host 5 workshops and $1,000 for supplies for these workshops. A graphic description of this narrative is provided in the attachments titled, Barberton’s Grant Budget Table.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

-26,537.00 a. Sustainability Year 1
-59,037.00 b. Sustainability Year 2
-59,037.00 c. Sustainability Year 3
-168,463.00 d. Sustainability Year 4
-59,037.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

There will be some ongoing spending with this grant to ensure its sustainability. Our sustainability cost is for the replacements of the Chromebooks. We realize the Chromebooks will not last forever. They have a shelf life of 4-6 years. We have budgeted to replace half of the grant purchased Chromebooks in FY21 at a cost of $195,000 ($200 a piece with additional $100 for insurance and licensing). This would be for 650 Chromebooks. The replacement of the other Chromebooks will be as need after FY22.

85.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Cost savings will be derived from online license purchases, paper costs and energy costs. First, we will need to continue to purchase instructional resources and materials for the teachers and students. Because the students will have access to Chromebooks both at school and home, we have the ability to purchase the online licenses for textbooks instead of the hardbound copies at a lesser rate. We generally purchase textbooks for one content area a year at a general cost of $130,000 ($100 per book for 1300 students). The online 6-year subscription will cost $97,500 ($75 per student). This is a saving of $25 per student. However, the $97,500 will be an estimated year expense as we look for
Relevant online content. The second cost savings will be derived from paper. We currently use a lot of paper. We calculate paper cost to be $24,960 (0.2 a sheet x 6 sheets a day x 160 days x 1300 students). With the use of Google Docs, Classroom, and Cloud sharing, we can drastically reduce these costs. Students will receive their assignments and directions through a shared document in Google Classroom. Students will create, share, receive feedback, and submit work digitally; no paper is necessary. We will also achieve some energy cost savings. With the purchase of a Chromebook for each student, there is no need for the current two computer labs at the middle school. Those computer labs will be dismantled. This will reap a $1,577 energy savings a year ($26.28 energy expenditure X 60 computers).

15.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Each year we are purchasing hardbound textbooks at an estimated cost of $100 per book. We cycle textbook adoptions, so each year we only have one subject textbook purchase a year. For example FY19, we would adopt social studies textbooks, FY20 science textbooks, FY21 health textbooks. With this cycle in place, we generally spend $130,000 a year with middle school textbooks ($100 a book x 1300 students). With the access to Chromebooks at school and home, we can purchase on-line subscription for the textbooks instead of the hardbound book. The cost of an online subscription is good for 6 years and generally runs $75 each. This is a cost saving of $25.00 per student ($32,500 for 1300 students). So, the $130,000 for hardbound textbooks is being reallocated at a lower rate of $97,500 for online textbook licenses, a savings of $32,500 per textbook adoption year. We also are currently exploring cheaper (or free) digital resources.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range April 2016-- June 2016

b. Scope of activities - include all specific completion benchmarks.

The scope of activities within the grant can divide into four different workstreams: curriculum and student achievement, technology deployment, teacher professional development, and parent communication. During the planning stage of curriculum and student achievement, My Access writing program will be ordered (May 2016). Also, the purchasing of the pre and post 21st Century Skill Assessment for the students through Learning.com will be completed (May-June 2016). The workstream of technology deployment has several benchmarks during the planning stage. The technology leadership committee will define to all stakeholders the grant's scope and sequence and technology rollout plan (March-May 2016). Student and teacher technology use and expectation policies will be updated (March - May 2016). The student Chromebooks will be ordered (June 2016). The workstream of teacher professional development will be scheduling (April-May 2016) and planning content (May-June 2016) for teacher professional development. Also, a technology coach will be hired (June 2016). The workstream of parent communication will begin the work of scheduling parent meetings and workshops for the 2016-2017 school year, along with a parent survey (Summer 2016). A graphic description the grant's implementation plan is provided in the attachments, Barberton's Grant Implementation Plan.

22. Implementation(grant funded start-up activities)

a. Date Range June 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

The scope of activities within the grant can divided up into four different workstreams: curriculum and student achievement, technology deployment, teacher professional development, and parent communication. During the implementation stage of curriculum and student achievement, the English Language Arts teachers will attend professional development on MyAccess to learn the program and develop grade-level prompts (June -October 2016). Students will use MyAccess within their classrooms (SY 2016-2017). Students will engage in a pre and post assessment on core technology skills (Sept. 2016 and May 2017). Students will develop their technology skills with the aid of the EasyTech curriculum (SY 2016-2017). The workstream of technology deployment will roll out student devices (Sept. 2016). The workstream of
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range
   - Ongoing - June 2017 - 2021+

b. Scope of activities - include all specific completion benchmarks
   The area of curriculum and student achievement will be sustained. Not only will the students have access to computing devices at home, their demand and need for blended learning modalities will continue to drive change. Our district has developed a viable model to improve classroom instruction and is committed to fostering change through focused PD. Also, this grant pilots MyAccess for 2 years for no additional cost. If our data reveals our intended outcomes have been met, we will consider for a renewal of the service. This grant will also allow our district to pilot a 21st Century Skill Assessment. At the end of the grant, teachers will determine if this purchase is crucial, or if a more customized assessment be created to fit our circumstance. Either way, we will continue to track learning in this area. Our technology can be sustained because the devices purchased have a shelf life of 4-6 years and were purchased with insurance. Barberton has budgeted to purchase 650 replacement Chromebooks in FY21 and replace the others as needed in subsequent years. The workstream of teacher professional development is sustainable. First, the instructional knowledge teachers gain from PD will be theirs to keep. The curriculum director will continue to support the monthly PLC meetings to encourage technology integration into the curriculum. This grant funds an initial push for teacher PD necessary for implementation. Prior to this grant, our teachers did have 40 minutes built into their weekly schedule for PD. This time will remain to support new technologies and learning models. The grant's building technology integration coach will return to the classroom after the grant's initial funding year; however, that expertise is still in the building as a mentor for other teachers. We will actively promote our parent technology workshops so all stakeholders know the training is available to them, a low cost item that builds long term relationships.

24. 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 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 should be realistic and significant in moving the institution forward.

Please enter your response below:

The grant proposal seeks to prepare students for the world they will encounter in high school and beyond. Student safety is a cornerstone of our district philosophy. We will train each of our students to be good digital citizens - to use technology in a responsible and appropriate manner. Each student will use their Chromebook on a daily basis to perform a variety of tasks, similar to the way much of the workforce uses their computing devices now. Students will learn how to use the Internet in a purposeful way to find information and determine its validity. They'll use their Chromebooks to collaborate with their peers to give shared meaning to new content information. Students will learn to choose the presentation tool that best fits their needs to communicate their ideas to an audience. Our project's true value is it will give authenticity to the learning taking place both inside and outside the classroom. The teacher is no longer the keeper of the content knowledge but rather a facilitator to its application, students will have information at their fingertips at school and at home. Our task will involve teaching our students how to access and critically analyze information, draw authentic conclusions and communicate those conclusions in a robust manner. With access to the Chromebooks at home, the learning can be continued and be shared at all times, not just during the school day. The grant also provides professional development and planning time to learn how to conduct a flipped classroom. The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a class are reversed. Short videos of class content are viewed by students at home before the class session to frontload their learning, while in-class time is devoted to differentiation - exercises, projects, or discussions targeted to different knowledge levels enabling each student to grow in a unique manner. This is a drastic change to the way we currently provide instruction. The value of a flipped class is in the repurposing of class time into an individualized workshop where students can inquire about video content, test their skills in applying knowledge, and interact with one another in hands-ons activities. During class sessions, teachers function as coaches or advisors, encouraging students in individual inquiry and collaborative effort. This grant will also transition the thinking of our grade level PLC meetings toward collaborative cross content projects and technology integration. This time set aside for grade level teacher planning and discussion will provide the support necessary for consistent and ongoing instructional change. We believe with the funding of the Straight A grant we can provide our students with the necessary skills and content knowledge their college and subsequent careers will require by providing an environment that mirrors societal demands with rich curriculum infused with technology.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.
   Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Shelly Habegger, Director of Curriculum and Instruction for Barberton City Schools, will be responsible for conducting the evaluations within the grant. The grant will evaluate the progress towards each of the Straight A Fund identified goals on an ongoing basis in the areas of (1) student achievement, (2) spending reductions in the five-year fiscal forecast, and (3) utilization of a greater share of resources. These
26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

_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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects._

Our grant will provide our students with the necessary skills and content knowledge their college and subsequent careers will require by providing an environment that mirrors societal demands with rich curriculum infused with technology. Within the grant we have three major goals of increasing student achievement, spending reduction in the 5-year forecast and utilization of a great share of resources in the classroom. We will measure our student achievement across a wide expanse of data points. By engaging our students into active environments. Our staff is excited about implementing new strategies and techniques within their classrooms. Creating "flipped" classrooms, high quality online resources aligned to Ohio’s New Learning Standards, interactive computer simulations, and Google classroom all tied into a 24/7 learning environment insures that our hardware purchases will be in continual use. We will create a survey to gauge the professional development needs of our staff and then customize that professional development to fit those needs. Over the past eight years, our middle school staff has developed a culture of improvement as embedded professional development, the implementation of academic coaches, and fidelity to Ohio’s 5-Step Process has nurtured their growth. The addition of an embedded technology coach to help provide guidance and confidence to our staff will further expand that growth. We can empirically track growth through Learning.com, our weekly Teacher-Based Team notes, and bi-monthly Professional Learning Communities notes.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

_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 this 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 noted here._

The Barberton City School District has always been an advocate of sharing instructional practices. Our teachers have developed a collegial relationship in which they readily share professional strategies and methods within their buildings. The impact of learning initiatives flow easily between our Teacher-based teams (TBTs), Building Leadership teams (BLTs) and District Leadership Team (DLT). We open our professional development sessions to surrounding districts. Our staff has presented in recent years at local (Neo-tech, GAR, Reading & Writing), state (Ohio E-tech, FAMS, OAGC) and national (ASCD, Breaking the Ranks, National Middle School) conferences to showcase their classroom strategies for learning. Our middle school coaching model has been published (Principal Leadership, Feb. 2011). We would be excited to highlight the positive impact this grant will bring to our district in multiple presentation opportunities. The successes and challenges of this project will guide our replication of these ideas to our lower level grades. Our ultimate goal would be to offer these same opportunities to our younger students in Grades 3 and 4, so we can compound the effects of embedded technology and pedagogical transformations in later years. We foresee a pronounced increase in both high-level thinking and "soft" skills as technology and cross content application becomes embedded into the lives of our students. Because of the poverty levels of our district, this grant will be offering many of our students a unique exposure to a 21st Century learning experience that we would otherwise be unable to provide.

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 accept Patricia Cleary Superintendent, Barberton City Schools, Nov. 30, 2015 I accept Shelly Habegger, PhD, Director of Curriculum and Instruction, Barberton City Schools, Nov. 30, 2015 I accept Shawna Jones, Treasurer, Barberton City Schools, Nov. 30, 2015
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<td>Bill</td>
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<td>Patricia Cleary</td>
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<td>Michele Gasser</td>
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<td>Philip Hodanbosi</td>
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strategies to their fullest benefit of our students.

teaching staffs into one new large building; creating, writing and managing various foundational and government grants; preparing and delivering professional development embedded within the teaching day; serving as a resource with both the Ohio Teacher Evaluation Process and the Ohio Resident Educator Program; aiding the staff transition toward Student Learning Objectives; aiding in the transition toward online delivery of state-mandated testing; facilitating teacher teams as they work through the Ohio 5-Step Improvement Plan; analyzing student testing data at the district, building and teacher level in order to determine trends and implement design changes to ensure student growth.

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<tr>
<th>Joyce Walker</th>
<th>Principal</th>
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<td>Mrs. Walker responsibilities will ensure the staff's commitment to professional development and infusing technology into the curriculum. She will make sure these new learning strategies will become a part of the instructional environment in her building.</td>
<td>Mrs. Walker has been in education for 24 years. She has been a Title 1 teacher, dean of students, academic dean, Upper School Head at Lawrence School, school board member, school improvement coach, director of pupil services and middle school principal.</td>
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<td>Mrs. Walker has been the principal in at the middle school for 4 years. During this time, she has revamped the inclusion model to offer a continuum of services at the middle school level to help all students achieve. She has experience in incorporating best practices into the classroom, differentiating instruction, and facilitating staff development. Mrs. Walker is viewed by her staff as a respected leader.</td>
<td>B.A from the University of Akron, Masters in Education Administration from Ashland University, Superintendent Licensure</td>
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