

Budget

Barberton City (043539) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (61)

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

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	25,800.00	320,000.00	0.00	0.00	345,800.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		161,322.00	31,878.00	23,500.00	0.00	0.00	0.00	216,700.00
Family/Community		4,697.00	928.00	0.00	1,000.00	0.00	0.00	6,625.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		166,019.00	32,806.00	49,300.00	321,000.00	0.00	0.00	569,125.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-569,125.00

Application

Barberton City (043539) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (61)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Curriculum at Our Students' Fingertips

2. Project Tweet: Please limit your responses to 140 characters.  
Our goal is to increase student achievement with a focus on our low socioeconomic subgroup in an environment that mirrors societal demands.  
*This is an ultra-concise introduction to the project.*

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.*

Grant Year								
Education	Pre-K Special	K	1	2	3			
4	284	5	270	6	249	7	291	8
9	10	11	12					

Year 1								
Education	Pre-K Special	K	1	2	3			
4	279	5	284	6	270	7	249	8
9	10	11	12					

Year 2								
Education	Pre-K Special	K	1	2	3			
4	277	5	279	6	284	7	270	8
9	10	11	12					

Year 3								
Education	Pre-K Special	K	1	2	3			
4	269	5	277	6	279	7	284	8
9	10	11	12					

Year 4								
Education	Pre-K Special	K	1	2	3			
4	287	5	269	6	277	7	279	8
9	10	11	12					

Year 5								
Education	Pre-K Special	K	1	2	3			
4	280	5	287	6	269	7	277	8

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

During the grant year, students in grades 5-8 (totaling 2,195 students) will be directly impacted by the change in an integrated curriculum. During the subsequent years, two things will happen. First, students will be impacted as they move into the middle school. For example, in year 1, 4th grade students will be entering an environment where problem-based and authentic learning is realized. The second item will be our 8th graders moving on to the high school. Our high school has already started to make the transition to a more authentic, integrated teaching approach. These 8th graders will bring with them their skills and expectations for a blended and collaborative learning experience. It is our future desire to replicate the benefits of this grant to grades 3 and 4. This replication would include the commitment of professional development and the purchase of student devices which could add an estimated 560 students for a grant total of 2,755.

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  
Barberton City Schools

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

We believe in order to increase student achievement, students need to problem-solve, use critical thinking skills and collaborate to develop college and career ready skills. Seventy-four percent of our students are economically-disadvantaged and do not have the necessary experiences to achieve these skills at or above grade level. On our 2015 district report card under Gap Closing, our economically-disadvantaged subgroup did not perform as well as all students. The following factors have been found to improve the quality of low-socioeconomic schools: a focus on improving teaching and learning, creation of an information-rich environment, continuous professional development, increased funding and resources (Muijjs et al., 2009). In a district where 74% of students are economically disadvantaged, it is particularly important to ensure access to the highest level of teaching strategies and resources. Our students need and deserve all the opportunities we can give them.

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

Each grade level will come together through combined professional development, professional learning communities, and problem-based learning projects. We plan to infiltrate classrooms with the necessary support, professional development, and collaboration teachers need to create authentic experiences for the students. Teachers will receive training in the fall, after school, and during school hours with just in time professional development continuing throughout the year. The initiative also includes personalized, on-going professional development for our teachers through Learning.com modules, Professional Learning Communities (PLCs), and an in-house technology integration coach. We will assign a current classroom teacher as a technology integration coach. This teacher will already be familiar with the standards for the middle school levels and the teachers and will receive specific technology training in order to coach and/or model lessons for the teachers during the first year of the grant. The teachers will collaborate within grade levels and across the building to create and share project-based learning units. Through this project-based learning approach, students will become Google-pals and collaborate through Google Hangouts with other classes. This collaborative approach will encourage the use of peer editing among students within the same grade level or classroom with the possibility of other individuals/resources in shared literature units. Students can publish for a larger audience via shared docs. Teachers will learn how to pose questions, post assignments, and provide resources such as hyperlinks, documents, and videos through Google Classroom. Teachers will also be instructed on how to implement a flipped classroom approach to instruction. The collaboration will provide sharing of integrated lessons and increased technology integration. The grade level teachers will meet weekly in Professional Learning Communities to share lesson ideas and plans. The first year will culminate with an Academic Fair where students and teachers can showcase projects with other staff, students and community members that were not involved in or aware of the grant. Parent meetings will be held throughout the year to educate parents so that they can assist their children at home. Specific instruction will be given on the resources being used in the classroom such as MyAccess, Google Classroom, Docs, and Slides. Ideally, this would be done in a student/parent combination where the student logs into his or her account with the parent by their side observing. Workshops would include handouts and opportunities for questions. Standardized intelligence tests show a correlation between poverty and lower cognitive achievement, and low-SES kids often earn below-average scores in reading, math, and science and demonstrate poor writing skills. Although the effects of poverty are not automatic or fixed, they often set in motion a vicious and stubborn cycle of low expectations. Poor academic performance often leads to diminished expectations, which spread across the board and undermine children's overall self-esteem. (Jenson, 2009) It is our hope that this interactive, hands-on curriculum would stimulate the low socioeconomic status student and provide a path towards improved academic performance.

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 process. - (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.*

Our assumption is as students create, collaborate, communicate and problem solve within the academic context, they will develop a deeper understanding of content; therefore, resulting in higher levels of student achievement and engagement. This model provides a variety of ways to deliver content and it offers a range of opportunities for students to show what they know and understand about a topic. Problem-based learning is framed by a 'real-world problem' that requires students to work in groups, gather and synthesize information, and apply their knowledge to assess what they are learning along the way. Edutopia states that "By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners."

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 tries to connect 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 four 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." We want this possibility for our 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.

On State Tests we want to close the gap on our economically disadvantaged populations. Our 2016 Building Report Card states only 60.7% of our economically disadvantaged students are proficient in reading, 49.5% in math. MAP targets are set individually for each student and subgroup data can be pulled. Baseline data (Ohio State Tests and MAPs) are in the attachments. MyAccess program uses 4 and 6 point holistic and domain/trait rubrics. The first 3 prompts will be baseline data. 21st Century Skill Assessment is designed to gauge students' preparedness on the six core technology skills aligned to the ISTE Standards. The assessment will be given as a pre and post test (Nov. 2016 & May 2017). Based on individual student results, lessons and projects can be identified to help each student close knowledge gaps and accelerate learning. Barberton's Goal Chart (attachment) helps visualize our goals, methods to achieve 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 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 intervention support.

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.

185185 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

The first is textbook costs. Hardbound textbooks are estimated \$100 per book. We cycle textbook adoptions (e.g., FY19, social studies textbooks, FY20 science textbooks, FY22 health textbooks). We generally spend \$130,000 a year with middle school textbooks (\$100 a book x 1300 students). With the access to chromebooks, we can purchase on-line subscription for the textbooks instead. 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). The second cost savings will be in paper costs. We calculated paper cost to be \$24,960 (.02 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. The third is energy

costs. There would no longer be a need for the computer labs. They will be dismantled. This will reap a \$1,577 energy savings a year (\$26.28 energy expenditure X 60 computers). (

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 ensure 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 School spends 70% of its budget on classroom instruction. The numbers breakdown to \$8,345 per pupil, \$5,841 is on classroom instruction and \$2,504 of it is on non-classroom expenditures. As a result of this grant, we do anticipate instructional spending to decrease slightly due to the fact the expensed 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 savings of \$50.10 per student (\$185,185/ 3,697 students district-wide).

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

Both goals in the area of utilization of greater shared of resources will be measured using the same means. Teachers will participate in professional learning communities (PLCs) with their grade level team to create and plan the integration of new methodologies, reflect on their success, make changes to ensure student success. The PLCs will meet twice a month and are supported by the assistance of a technology integration coach. The technology integration coach will be maintaining a blog as an effort to inform and publicize all the different integration happening within the building. Also, parents will be given a survey on how much their student is in academics at home and in what capacity. The parent survey will also collect data on the effect of the increased technology access in the areas of accessible content and collaboration. Barberton's Goal Chart (attachment) will help visualize our goals, methods, measured 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?

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

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

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

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

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)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*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 has 3 primary components: curricular & instructional needs, professional development (PD) needs, and family/community needs. In curricular & instructional needs, chromebooks will be purchased for each student, grades 5-8. 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. These two services have a combined cost of \$5,800 for building site licenses. In PD 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 100 teacher stipends for intensive summer and afterschool PD at a cost of \$100,000. This is up to 40 hours per teacher for PD outside the district's contracted PD days. Our teachers will also actively engage in professional learning communities throughout the school year. In addition to the technology integration coach, online PD assessments and training will be purchased for our teachers for \$3,000, while \$20,000 will be budgeted for outside respected consultants (e.g., Ohio STEM Learning Network technology integration and problem-based learning, outside evaluator for Summit Education Initiative). In family/community needs, the grant desires to hold a parent 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.

-17,537.00 a. Sustainability Year 1

-50,037.00 b. Sustainability Year 2

-50,037.00 c. Sustainability Year 3

-17,537.00 d. Sustainability Year 4

-50,037.00 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 and possible damage may occur. They have a shelf life of 4-6 years. We have budgeted \$9,000 each year for replacement of Chromebooks. This equates to 30 chromebooks a year (\$200/piece with additional \$100 for insurance and licensing). We feel this is a good average of the replacement needs over the life of the grant based on research done on similar districts who have 1:1 computing. The replacement of more chromebooks will be assessed after FY22.

5.00 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.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

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 (.02 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; therefore, the need for paper will drastically reduced. We will also achieve some energy cost savings. With the purchase of a device 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).

95.00 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 a 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 August 2016- September 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 (August 2016). Also, the purchasing of the pre and post 21st Century Skill Assessment for the students through Learning.com will be completed (August 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 (August- Sept. 2016). Student and teacher technology use and expectation policies will be updated (August- Sept. 2016). The student Chromebooks will be ordered (Sept. 2016). The workstream of teacher professional development will be scheduling and planning content (August- September 2016) for teacher professional development. Also, a technology coach will be hired (August 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. 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 October 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

The scope of activities within the grant can be 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 (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 (Dec. 2016 and May 2017). Students will develop their technology skills with the aid of the EasyTech curriculum (SY 2016-2017, starting in Dec.). The workstream of technology deployment will roll out student devices (Nov. 2016). The workstream of teacher professional development will begin teacher sessions (August 2016 and first district PD day). Professional development will be ongoing and customized to the teachers' needs throughout the school year (SY 2016-2017). Teachers will be attending targeted professional development and engaging in professional learning communities on a regularly scheduled basis. The workstream of parent communication will be conducting parent informational meetings followed by a series of technology workshops on what to expect from your child and how to support them at home (Nov. 2016, SY 2016-2017). Parents will be given a survey twice a year (Dec. 2016 and May 2017). A graphic description the grant's implementation plan is provided in the attachments, Barberton's Grant Implementation Plan.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range Ongoing- June 2017- 2022+

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 use of computing devices at school and 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 replacement chromebooks throughout the grant. 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.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

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:

This grant will allow critical changes in teacher instruction and student learning. First, teacher instruction will become project-based, collaborative, and technology rich. Ongoing teacher training and collaboration with other teachers will empower our teachers to make changes to their instruction that they had never tried or felt confident enough to do before (Google Classroom, Google pals, technology rich project-based projects, etc.). Second, teachers will not only have time to collaborate with other teachers to increase their knowledge base, but also have their students collaborate with other classes on the same content standards. They will participate in peer editing, publishing for a wider audience, and participate in Google Hangouts to share information learned with another class. Third, students each having their own device for learning This will in effect increase student engagement. Currently, there are devices in the classroom only occasionally as teachers must reserve the devices available. Also, with access to the devices at home, the learning can be continued and be shared at all times, not just during the school day. 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. With online resources and devices to access them, all students have the opportunity to respond and interact one another. The devices provide a voice for participation for each and every student. As a result of this professional development, collaboration, and engagement, we are confident that student achievement will increase. 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. Matt Deever, Senior Research Associate of the Summit Education Initiative (mdeever@ssiesummit.org) will be responsible for evaluation of this project. Dr. Deever will use the appropriate data to measure the short term and long term progress of the project. The surveys (created through Google Forms) for parents, teachers, and students will be based on the ITSE standards and will measure the increased use of technology integration and the increase in technology skills. It will also measure teacher comfort level with project-based learning. Parents will be able to respond either at home or at the workshops provided periodically throughout the project. Students will be evaluated through state tests, MAP, and through their project-based learning projects. Students will be expected to show at least a 10% growth above the baseline measures during the school year. All data will be compiled in a comprehensive report by Dr. Deever.

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 technology-infused classrooms we will increase their engagement and deepen their learning. We will use our district scores on Ohio's State Assessments and our Measures of Academic Progress (MAP) scores as a basis for our evaluation. We will pull out data from our economically disadvantaged subgroup and analyze their growth in comparison and separately from all students. We expect to see our students grow more than one academic year within a year because of the impact of this grant. Communication is a critical skill in a 21st Century workplace. Therefore, we desire our students to increase their writing quality during the timeframe of this grant. We will use MyAccess, a systematic evaluation tool, to measure gains in our writing component as compared to national norms. The use of technology in a responsible and authentic manner will be essential for our students to have success within their futures. Our measurement indicator for this goal will be two-fold: (1) we will analyze a 21st Century Skills Assessment using a pre-assessment / post-assessment format, and (2) we will monitor our students progress toward success with the ITSE standards by using Learning.com. Our spending reduction goal during the complete implementation of this proposal will be realized. Because we will have the technology in place, we can make resource purchases of online materials as opposed to textbooks. The monetary savings will be \$32,500 but in addition, the student interactivity, differentiation available and depth of learning that these resources provide will offer our students a richer learning environment than a textbook presents - which supports our primary grant objective. Ancillary saving of \$24,960 in paper and \$1,577 in energy a year will also impact our district's finances. Our final data point involves the utilization of grant resources. All of these grant resources will be used within our

transformed classroom 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 pedagogical transformations and embedded technology 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, April 29, 2016 I accept Shelly Habegger, PhD, Director of Curriculum and Instruction, Barberton City Schools, April 29, 2016 I accept Shawwna Jones, Treasurer, Barberton City Schools, April 29, 2016

Consortium

Barberton City (043539) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Dr. Matthew	Deevers	330-535-8833	mdeeveres@sseisummit.org	Summit Education Initiative	138149	39 E Market St, Akron, OH, 44308-2007	

Implementation Team

Barberton City (043539) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Shelly	Habegger, PhD	Director of Curriculum and Instruction	Dr. Habegger is the lead applicant and project manager for this grant. She will be responsible for managing the implementation. She will meet weekly with the Superintendent and all key members of the implementation team.	Dr. Habegger has been in education for over 20 years. She has been a classroom teacher, assistant principal, curriculum consultant, Praxis III evaluator, school board member and president, university adjunct professor, RttT coach, academic coach, and curriculum director.	Dr. Habegger has supported the implementation of several state grants, managed numerous private funded grants, and manager of the district's CCIP. Dr. Habegger is the author of several articles and national presenter in regards to the coaching model that will be employed in this grant. She has implemented the following during her time as an educator: district's 5-step process, MAP assessments, new test testing procedures, curriculum alignment to Common Core Standards, district-wide writing initiative ACES, embedded professional development, 3rd Grade Boot Camp, and Response to Intervention.	BA- Ohio Northern University, M.Ed- Ashland University, PhD- Kent State University	40	
Bill	Fearigo	Director of Technology	Mr. Fearigo's responsibilities will be to assist in the project management. Mr. Fearigo will be part of the Technology Leadership Team who will further define the project scope and sequence of the technology roll out plan. The team will also redefine student and teacher use policies and expectation. As Director of Technology, Mr. Fearigo will acquire, configure, and deploy tech	Mr. Fearigo has over 24 years of experience in the IT field. While working for an IT Consulting firm he gained work experience ranging from a Service Technician to Service Manager to Onsite Consultant. For the past 15 years, Mr. Fearigo has predominantly worked within the education support field (K-12) working with districts such as Cleveland City Schools, Barberton City Schools, St. Ignatius High School, Lorain City	Mr. Fearigo recently successfully conducted a 1:1 deployment at Barberton High School. He was directly involved in the planning and implementation of the roll out plan.	Mr. Fearigo graduated from the University of Akron and ETI Technical College. He also holds various software and hardware certifications.	23	

			equipment purchased through this grant.	Schools, East Cleveland City Schools, Columbus City Schools, Monroe City Schools, Summit Academy, and Mayfield Schools as an IT consultant. Mr. Fearigo has been with Barberton City Schools as their Director of Technology since October 2013.				
Patricia	Cleary	Superintendent	Mrs. Cleary will oversee implementation of grant, budget allocations and ensure district support for this initiative.	Mrs. Cleary has been in education for over 23 years. She has been a classroom teacher for 10 years, a building administrator for 3 years, Director of Curriculum for seven years and over 4 years as superintendent	Mrs. Cleary has been awarded over \$1 million in grants, including grants from eTech, Martha Holden Jennings, Barberton Community Foundation, and Alcoa Foundation. Mrs. Cleary is Martha Holden Jennings Scholar and Distinguished Education Alumni Award from the University of Akron.	B.A. in English from Akron, M.A. in Secondary Education from Akron University, Superintendent Licensure	10	
Philip	Hodanbosi	Academic Coach	Mr. Hodanbosi's primary role would be to transition the middle school staff into a new learning environment. This task would be handled through professional development sessions and embedded coaching within the classroom to help our teachers use technology and strategies to their fullest benefit of our students.	Mr. Hodanbosi has been in education for over 45 years. He has been a classroom teacher, summer institute coordinator, adjunct professor of mathematics, adjunct professor of teacher professional development, and instructional coach.	Mr. Hodanbosi has been serving as an instructional coach within the Barberton City School District for the past eight years. He has developed a relationship with the staff that allows them to view his presence as a resource and not an evaluator. Mr. Hodanbosi has worked with the staff through the following projects: aiding the successful merging of three diverse 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	B.S. in Mathematics, Cleveland State University, M.S. in Mathematics, Cleveland State University	60	

					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.			
Joyce	Walker	Principal	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 within her building.	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.	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.	B.A from the University of Akron, Masters in Education Administration from Ashland University, Superintendent Licensure	35	
Michele	Gasser	District Technology Coach	Mrs. Gasser's responsibilities will be to work closely with the grant manager to ensure a smooth implementation. Mrs. Gasser will be part of the Technology leadership Team who will further define that project scope and sequence of the technology roll out plan. She will be instrumental in the designing and conducting the professional development session with the teachers.	Mrs. Gasser's background is in adult education where she has been teaching technology skills for over 15 years to diverse audiences. These audiences include The Cleveland Clinic, University Hospital and Harley-Davidson. In the education field, Mrs. Gasser has spent two years as the Technology Coordinator for a NE Ohio based charter school that included 27 locations. She has also provided technology professional	Mrs. Gasser has been Technology Coach for Barberton City School for 5 years now. In her role as a professional development specialist, she is able to take real-world experiences and apply it to the adult learner's needs. Mrs. Gasser has been commended for her patience, knowledge of a broad range of technology and her ability to put learners at ease. She has been instrumental in helping the high school teachers transition to a 1:1 environment.	Google Apps of Education Administrator, currently pursuing Google certification	40	

			development sessions in 20 different Ohio school districts.					
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