

Budget

Crestview Local (046433) - Columbiana County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (30)

U.S.A.S. Fund #:

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	0.00	97,350.00	0.00	0.00	97,350.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	97,350.00	0.00	0.00	97,350.00
Adjusted Allocation								0.00
Remaining								-97,350.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Crestview "Teachnology"

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Ultimately, the goal is to increase the literacy skills for each student at Crestview Elementary, creating confident, independent readers. Through collaborative efforts of the literacy coach, classroom teachers, a partnership with Columbiana Public Library and high school mentors, the addition of technology will accelerate reading increasing opportunities for student growth. This additional technology will increase student-led learning and individualized goal-based achievement, and will allow us to provide parents with immediate electronic feedback on their child's progress, which will help to build a collaboration with parents on student achievement for all Crestview students.

479 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: John Dilling

Organizational name of lead applicant: Crestview Local School District

Unique Identifier (IRN/Fed Tax ID): 046433

Address of lead applicant: 44100 Crestview Rd. Columbiana, Ohio 44408

Phone Number of lead applicant: (330) 482-5526

Email Address of lead applicant: jdilling@crestviewlocal.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Marian Dangerfield

Organizational name of secondary applicant: Crestview Elementary School

Unique Identifier (IRN/Fed Tax ID): 027003

Address of secondary applicant: 3407 Middleton Rd. Columbiana, Ohio 44408

Phone number of secondary applicant: (330) 482-5370

Email address of secondary applicant: mdangerfield@crestviewlocal.k12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address or Contact for All Secondary Applicants in the box below.

Columbiana Public Library, Carol Cobbs, Director 332 N. Middle Street Columbiana, Ohio 44408 Crestview PTO, Michelle Wellman, President 44100 Crestview Road Columbiana, Ohio 44408 Columbiana County Educational Service Center, Anna Marie Vaughn, Superintendent 38720 Saltwell Road Lisbon, Ohio 44432 Family Recovery Center, Amy Stoddard, Program Coordinator 964 North Market Street Lisbon, Ohio 44432 Kent State University, Early Childhood Department, Carol Straub, Director

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

-John Dilling - Superintendent, Crestview Local School District Master's Degree in Educational Administration, Kent State University; Bachelor's Degree in Vocational Education from the Ohio State University, provide leadership to the District Strategic Planning Committee; Race to the Top Grant, as well as several other grants including: Virtual AP Grant; High School to Higher Ed Alignment Grant, Monsanto Grant and others; provided leadership in implementing a high school 1:1 technology initiative, an innovative STEM program and an active family engagement program. Provided leadership in several construction and cost-savings projects including HB 264 projects. -Marian Dangerfield - Principal, Crestview Elementary School Master's Degree in Educational Administration and School Counseling from Youngstown State University; Bachelor's Degree in Comprehensive Communications from Youngstown State University, member of the district Technology Committee, member of the Building Leadership Team. -Daryl J. Miller - Technology Coordinator, Crestview Local School District, Member of the Superintendents Advisory Committee, Member of the District Administration Team, Head of the District Technology Committee, MSDN-Dream Sparks School Program Administrator, 1:1 implementation specialist. -Shawn Louk - Grade 2 teacher, Crestview Elementary School Bachelor's Degree from Youngstown State University, Graduate student in Educational Leadership at Concordia University, Seven years of teaching experience, Member of Technology Committee, Math Common Core Standard Building Representative, Project Up participant, SLO Evaluation Committee, Thinkgate building Representative -Caitlin Reash - Grade 1 teacher, Crestview Elementary School Bachelor's Degree from Mount Union College, Graduate student in Educational Leadership at the University of Mount Union, Internship in technology during 2013-2014 school year, Three years of teaching experience, Building Leadership Team Member 2011-Present, Language Arts Common Core Representative 2011-2013, Recipient of the Lou Holtz Grant 2012, Project Up Participant 2011-2012, Accelerated Reader Training, Renaissance STAR Liason, Praxis Certified: Early Childhood (Pre K-3), Reading Endorsement K-12 -Carol Straub, Ed.S.- CCESC curriculum and instruction specialist, Kent State University Professor in Early Childhood Education, and experienced ODE grant evaluator -Lisa Hughes - Crestview Elementary School Librarian Bachelor's Degree in Special Education and Elementary Education from Youngstown State University 1995, Masters of Library and Information Science from Kent State University 2002, Five years teaching experience, Twelve years as school librarian, OELMA member 2013, Accelerated Reader Training 2013 -Kathy Nolan, SE Regional Specialist Race to the Top

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

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

In September 2013, 45 students were determined to be "not on track" in language arts in Kindergarten through Grade 3. Additionally, 21 fourth grade students are reading below level. Crestview Elementary currently lacks the technology to assess student learning and individualize instruction in a timely manner. Technology is limited to one computer lab with thirty computers and one cart of thirty netbooks which is shared by all 479 students in the building; therefore, the school is falling behind the trend to integrate technology into everyday classroom instruction. The goal is to increase students' literacy skills through technology integration in the classroom. By the end of the 2013-2014 school year, the goal is to have 100% of students "on track" in Reading. Clear & concise description of the project and its major activities: With the grant funds, the school plans to purchase five carts of thirty netbooks each. One cart will be provided for each grade level. Teachers will share the netbooks so that all students have daily access to technology. With the added technology, students will utilize more individualized learning activities that are targeted at the student's level. The technology provided through the grant would allow

21st century learners to flourish and acquire career and college readiness skills at an early age. Ways to prepare students for success in the future include: students' ability to set and attain personal learning targets, word processing, powerpoint presentations, interactive webquests and gameboards, computer animation, critical thinking strategies, and improving fluency and comprehension strategies using programs like Accelerated Reader to its full potential. Through the program, students will read a book, then will take an online quiz that will give them immediate feedback of their comprehension. Students will be able to monitor and manage independent reading practices, in turn helping to increase their comprehension. Through the feedback that students receive, they will be able to adapt and direct their own learning. Teachers will collaborate with students following their quizzes in order to discuss strategies that could be used to increase individual reading achievement by setting goals that ensure student success. Data will be used to direct instruction in a more individual manner moving towards the greater use of formative instructional practices. Finally, greater interaction and confidence with technology will help to prepare students for the upcoming next generation assessments provided through PARCC.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Student Achievement will be improved through increasing access to: student materials with greater text complexity; non-fiction materials; repeated practice and immediate feedback; and Tier 2 (Academic) and Tier 3 (Domain Specific) vocabulary. Students will self-monitor to create and attain individualized goals. This will be accomplished by purchasing a cart of thirty netbooks for each grade level (K-4). Students will be able to reap the full benefits of access to 21st century learning, which will lead to sustainable change in literacy skills and impact their career and college readiness. The second goal of utilizing a greater share of resources will be accomplished in a number of ways as technology is integrated into everyday instruction. Teachers will set up a shared schedule where students will have daily access to technology. During this time, students will be able to use the netbooks to learn vital technology skills. In addition, technology will benefit us with our newly acquired Accelerated Reader program. Accelerated Reader is one of the world's most popular reading programs. The software program, commonly referred to as AR, is designed to motivate students to read and to assess their overall understanding of the books that they are reading. The program was developed by Renaissance Learning Inc., which has several other programs closely related to the Accelerated Reader program such as STAR which is currently used at the school to monitor student progress. Finally, improving students' technological skills through the use of the netbooks will better prepare students for next generation assessments provided through PARCC. In 2012, Crestview students participated in the Search Institute's Developmental asset Survey. Only 20% of the students surveyed reported the internal asset that they read for pleasure. We hope to increase the number of students who read for pleasure for 3 or more hours per week. This grant will help energize and motivate our students to become better readers. Partnerships with local entities will be established to help aid in the full implementation of the materials acquired through the grant. Personnel from Columbiana Public Library will aid students and their parents in finding books at the appropriate student level. This will give students access to a greater range of books beyond the school library, which will motivate reading for enjoyment. As a result of students reading more, improved skills in fluency, comprehension, and vocabulary acquisition assessed through the online Accelerated Reader program will lead to greater gains in student achievement. The Youth Mentoring Program from Crestview High School will also partner with the school to complete projects that utilize technology. The facilitator of the Aiming High Program, through the local Family Recovery Center, will encourage students to develop and practice "stick-to-it-ness" when it comes to improving literacy skills. Students will work to set and reach achievable goals through data collection online. Outcomes: 100% of the students will be "on track" in reading. In sharing more technology resources daily, students will become lifelong learners and develop a joy for reading.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

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

97,350.00 * Total project cost

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

Budget Narrative: The Crestview Local School District purchased the Renaissance "STAR" reading program with Race to the Top funds in FY 14. In order to fully implement the program, the district must provide access to technology to allow the students to test their comprehension skills. The Straight A Fund will allow the to purchase five (5) classroom carts of laptops that will provide students with the opportunity to fully utilize the STAR Accelerated Reading program. In addition, this technology will allow us to provide parents with immediate electronic feedback on their child's progress. This immediate feedback will help to build a collaboration with parents on student achievement. An additional outcome of this project will be that students will be better prepared for the next generation of assessments by having access to technology on a daily basis. In the future, the project will be maintained by purchasing the STAR license through Title I funds. The Technology will be maintained through the savings anticipated by reducing the amount of paper and printing used in the school. Expansion of the program will occur by using e-Rate funds to purchase additional technology in the future.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

5,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

By implementing the "TEACHnology" program, the Crestview Local School District will incur some new/recurring costs in the subsequent years of the grant. These costs would include approximately \$5,000.00 per year in repairs and maintenance of the technology.

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

5,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The district will initially anticipate a savings by reducing our annual technology budget. The district planned on spending \$100,000.00 on technology to implement the Next Generation PARCC assessment. This initial investment will be reduced as a result of the Straight A Fund. Savings beyond the initial investment in technology will come from reduced paper, printing and postage costs by moving to electronic progress reports for parents. In addition to the cost savings, parents will receive the progress reports in a more timely manner allowing for greater collaboration with the teacher in helping the child achieve.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The Crestview Local School District has invested heavily in developing and sustaining a sound technology program for students. Utilizing a HB 264 project, the district has installed a robust wireless infrastructure throughout the district to support the district technology needs. At the high school, a 1:1 technology initiative has been implemented with all high school students. This initiative is sustained by purchasing electronic books rather than the traditional textbooks. The entire high school has also gone paperless utilizing Moodle. To sustain the project and to expand the program to the middle school, the district has also introduced a Bring Your Own Device program for students. The net savings from electronic textbooks, and paperless classrooms allows the program to not only be sustained but also expanded. At the elementary school, the plan is to utilize Straight A funds to purchase the technology carts that will be shared in classrooms. This new technology will be sustained by reduced printing, paper and postage costs. Maintenance and expansion of the program will be accomplished by utilizing e-Rate dollars received by the district. The Straight A Fund will provide a jump-start to the technology program in the Elementary School, will help to enhance student achievement, parent collaboration, and prepare for the Next Generation PARCC Assessments.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

* Narrative explanation

January 2014- Management team will purchase 5 computer carts with 30 touch-enabled computers with keyboards for K-4 classroom access. Accelerated Reader program pilot with 2 teachers has been implemented to field test the program and resulting data will be analyzed. Teacher PD with AR program and new technology will be scheduled for early January. Reading level data will be collected and analyzed from STAR assessments in January for all K-4 students; monthly management team meetings will be scheduled.

Implement (MM/DD/YYYY): 01/15/2014

*** Narrative explanation**

Implementation Phase: The "TEACHnology" project will be fully implemented at the beginning of the second semester in all K-4 classrooms. Students will move through reading levels at individual pacing with Early Literacy coach intervention support for students not on target to pass the 3rd grade reading guarantee at each level. Intensive one on one interventions will be administered by the Literacy Coach, Title Reading Teacher, and newly trained classroom teachers utilizing new technology and effective instructional strategies for all readers. Partnerships with the local library and youth mentoring program will begin second semester. The library will provide parent and student access to leveled books not available at home or in the school library. The youth mentoring program will partner older students with the K-4 students to support their reading and technology skills, as well as provide emotional and intellectual support in a low risk environment for learning to occur.

Summative evaluation (MM/DD/YYYY): 06/30/2014

*** Narrative explanation**

Summative Phase includes: June 2014 - End of year reading levels are compared to baseline data; The number of K-3 students not on target for reaching the third grade reading guarantee will be compared to baseline data to measure impact of the project; The grant management team will collect and analyze data to determine the success of the "TEACHnology" project; Final evaluation, project reports, and budget expenditure reports will be completed and submitted.

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

College and Career Readiness for all children will require students to transition to higher education, the workplace, or both without the need to take remedial coursework or training. Reaching that goal will mean that students and teachers work, think, and learn at much higher levels. This rigor begins in kindergarten with students mastering new learning standards set forth by ODE. Within those learning standards in the area of English Language Arts, anchor standards that include the goal of students reading at or above grade level and mastering foundational skills prior to the end of grade three are crucial components. The goal of all students reading on grade level by the end of grade three is one shared by both ODE and this institution. Key shifts in teaching and learning occur throughout this transition as teachers change their teaching to include more student control over their own learning at an early age. Primary students work to increase their reading fluency and comprehension, mastering foundational skills, setting learning targets, and then monitoring their own progress. Shifting this responsibility partially to the student is new and innovative. Students will work with a higher percentage of nonfiction texts, using the texts to answer questions and serving as the foundation for their content learning. Texts presented to students at the primary level will be at a higher grade level as based on quantitative measures of text complexity. Teachers will shift their teaching to support the use of more rigorous texts with young readers through read-alouds, questioning, scaffolding their teaching, target setting and attainment. Reading texts of any level begins with the student's ability to fluently process and derive meaning from the print presented to them. The tool to aid in fluency and comprehension development at Crestview Local is Accelerated Reader and will be provided for the students through Straight A Grant funding. The use of this tool will significantly change the classroom routine to a more student-centered environment. Students will have more control over their own learning as they set targets for their reading fluency and comprehension levels, choose books to read and discuss, and then demonstrate their ability to comprehend them and most importantly, enjoy them and the act of reading itself! The structure of the classroom will change to accommodate a centers-based environment where students work in a combination of small group, large group, and on their own. Accelerated Reader will be integral in this configuration change. This tool is web-based and requires students to have fluency with technology. The books are provided on multiple text levels and the assessments are online providing them with multiple opportunities to prepare for the on-line environment required for Next Generation Assessment through PARCC in grades three and beyond as well as for college and work- place readiness. Technology is and will continue to be integral in students' lives and must be mastered at an early age. Teachers will teach differently as a result of this as well. Technology manipulation and interpretation will be part of the teacher's curriculum along with subject matter. AR provides additional opportunities to learn new ways of effectively using technology in the classroom. These changes will significantly move the students closer to on grade level reading and ultimately, move the goals of the LEA forward.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Technology impacts students by allowing them to take ownership of their learning. It allows them to set goals, keep track of their progress, and advance their career and college readiness skills. Accelerated Reader provides students the opportunity to keep track of what they have read and scores their comprehension. AR serves as a motivator for students to improve their literacy skills. "Having a record of achievement or collection of evidence is also a prerequisite for engaging in self-reflection activities and being able to discuss progress meaningfully with others." (Jan Chappuis, 2009) The "TEACHnology" program will allow a shift from the teacher being the deliverer of information to the facilitator of student-led learning. According to Effects of Technology on Classrooms and Students, "The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress. The teacher's role changes as well. The teacher is no longer the center of attention as the dispenser of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group to group, providing suggestions and support for student activity. As students work on their technology-supported products, the teacher rotates through the room, looking over shoulders, asking about the reasons for various design choices, and suggesting resources that might be used." With a greater share of resources, students will have technology at their fingertips and will have the ability to manage and monitor their reading achievement through the use of Accelerated Reader and other technological programs.

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

Yes No

22. If so, how?

Crestview Local is prepared to share with other LEAs who may want to make a switch in practice to a more student-centered, technology enhanced environment at the primary level in a number of ways. Initially, they plan to share with neighboring districts during informal meetings of colleagues. Sharing in this manner is powerful and leads to a spread of good practice as it's a grass-roots effort. Additionally, administration will have the opportunity to share this enhancement with county colleagues via principals' meetings at the local educational service center. On a larger scale, when fully implemented, Crestview will be asked to present their work at the spring RtT regional meeting as well as at the spring, RtT conference. This sharing will have a state-wide audience and impact children well beyond the boundaries of Crestview Local. Plans to detail the full implementation of the program will be a part of the discussion and shared at all of these opportunities.

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

The ultimate goal of this project is to ensure that each child, by the end of grade four is guaranteed to be reading on grade level, able to be more independent in their own personal learning experience, and demonstrate fluency not only in reading but also in the use of technology as a learning tool. Reading fluency is a critical component of reading on grade level and will increase among each child by at least 1 year. By Grade 4, 100% of students will fluently use technology to support their reading growth and independence. These will be measured by student performance on STAR Reading, STAR Early Literacy, and the Ohio Achievement Assessment in Reading. The technology for this project will be a one-time purchase through Straight A Grant funds. STAR Renaissance and specifically, Accelerated Reader will be purchased and maintained through local and entitlement funding.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

-100% of students successfully reading on grade level when leaving third grade -100% of students working independently, setting targets for themselves and developing a plan to achieve those learning targets, and monitoring their progress on those goals. -100% of students able to successfully navigate technology for assessment and learning. -Based on the Search Institute Asset survey the number of students who report reading for pleasure for 3 or more hours per week will increase by 100%. -Parent collaboration will increase by 20%, as evidenced by the number of parents who access AR Book Finder and Home Connect. -100% of the teachers will report using technology daily in their lessons as evidenced on the BETA survey. -100% of the teachers will be observed during administrative walkthroughs and observations demonstrating student-led learning. Teachers will demonstrate that an increased portion of each day is dedicated to individualized reading instruction. -Teachers will present to colleagues about successes of student-led instructional strategies.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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

Carol Straub, Ed.S., CCECSC Curriculum Specialist, Kent State University professor in the Early Childhood Education Department, and experienced grant evaluator for ODE technology grants, will serve as the grant evaluator. Short-term methods will include tracking the progress and timeliness of all purchases and installations to be sure the timeline and budget are followed effectively. The number of PD sessions scheduled for technology and the number of K-4 teachers attending will be collected. Pre and post teacher and student surveys ranked on a Likert scale will be administered in January and June to demonstrate growth in both knowledge and technology skill levels. Student achievement in the 2 treatment pilot classrooms vs. the achievement in the control group classrooms will be compared for baseline impact. The student achievement levels for all classrooms in June after full implementation will be analyzed to measure the expected growth projected from the January pilot data. Data will also be collected, analyzed, and compared to September and January baseline data for the number of students not on track to pass the 3rd grade guarantee at each level. Long-term methods for student achievement impact from the project, "TEACHnology", include the collection and analysis of STAR assessments pre, mid, and end of year testing. The 3rd grade OAA scores in May 2014 will be compared to May 2013 for student improvement in all subgroups of the report card, as well as performance index and value added will be compiled and analyzed. Nine week student grades in reading for March and June will be collected and compared to the numbers of students not on track with baseline data. The methods will be used for five years to see reliable and valid information on student improvement from year to year. A long term study gives the time needed to collect, analyze, and compare student scores for the lasting impact of reducing the number of students not on track in reading by grade three from 20% to 2%.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and

indicate your name, title, agency/organization and today's date.

accept. John A. Dilling, Superintendent Crestview Local School District October 23, 2013